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ABSTRACT

Covering the period of 1973-76, the Tennessee Exemplary Project in Career Education (TEPCE) was designed to develop a comprehensive career education program, in the Greeneville and Greene County, Tennessee, schools. Objectives for each level in the educational program were established for the awareness (K-5), exploration (6-8), preparation (9-12), and placement (postsecondary) phases of the program. Results of student testing of some 95 project and control groups, utilizing the Crites Maturity Inventory (CMI), the Crites Competence Maturity Inventory (CCMI), the Gordon Occupational Check List (GOCL), the Tennessee Self-Concept Scale (TSCS), the Self-Observation Scale (SOS), and the Revised Westbrook Occupational Maturity Test, were mixed, but primarily were positive. Mean scores on the CMI, the CCMI, and the GOCL showed generally positive increases pre- and posttest (when compared to control groups), but SOS results were mixed. Subjective evaluation of TEPCE by teachers, administrators, students, and community were very positive. TEPCE offered training for staff, opportunities for staff growth through travel and program planning, a focal point of community involvement, and provided some opportunities and experiences for students that otherwise would not be available. Appendixes contain forms and materials used in the project. (TA)

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FINAL REPORT

Project No. V361162
Grant No. OEG-0-73-5284

The Tennessee Exemplary Project In Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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FINAL REPORT

Project No. V361184
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The Tennessee Exemplary Project In Career Education

Exemplary Project in Vocational Education
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June 30, 1976

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SUMMARY OF REPORT

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A. Time Period Covered By The Report

The final report of the Tennessee Exemplary Project in Career Education for the Greeneville-Greene County Schools covers the period of July 1, 1973 through June 30, 1976.

B. Goals and Objectives Of The Project

The overall goal of the Tennessee Exemplary Project in Career Education (TEPCE) is the development of a comprehensive career education program in all schools in Greeneville and selected schools in Greene County.

Specific objectives for each level in the educational program were established for the awareness, exploration, and preparation phases of the program.

Grade Levels K-5: Career Awareness

Objectives:

1. To know and understand the economics, social, and personal importance of work;

2. To understand the range, nature, and relatedness of many types of occupations;

3. To demonstrate an awareness of the need for basic skills in the world of work;

4. To know and practice desirable work habits and attitudes;

5. To practice decision making;

6. To demonstrate a positive self-concept and an awareness of interests.

Grade Levels 6-8: Career Exploration

Objectives:

1. To know and understand the economics, social, and personal importance of work;

2. To understand the range, nature, and relatedness of several career clusters;

3. To understand the need for basic skills in the world of work;

4. To know and practice desirable work habits and attitudes;

5. To practice decision making in narrowing career choices;

6. To demonstrate a positive self-concept and a knowledge and understanding of interests, abilities, and values;

7. To demonstrate the ability to relate areas of career interests to interests, abilities, and values;

8. To demonstrate an awareness of the consequences of choosing a particular career area.

Grade Levels 9-12: Career Preparation

Objectives:

1. To know and understand the economic, social, and personal importance of work;

2. To understand the range, nature, and relatedness of all work;

3. To understand the need for basic skills in the world of work;

4. To know and practice desirable work habits and attitudes;

5. To use his educational experiences to further his understanding of and preparation for a chosen career area;

6. To demonstrate a positive self-concept and a knowledge and understanding of interests, abilities, and values;

7. To base career choices on knowledge and understanding of interests, abilities, and values;

8. To understand the consequences of career choices;

9. To plan an education program appropriate to career choices;

10. To be placed in a job or further educational program related to career choice.

Secondary/Post-Secondary: Placement

Objectives:

1. To assure the opportunity for all persons to gain an entry-level marketable skill;

2. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed;

3. To provide services for placing every person in the next step in career development;

4. To build into the educational system greater utilization and coordination of all community resources;

5. To increase the educational and occupational options available through a flexible educational system which facilitates entry and re-entry into world of work or educational system;

6. To provide career information services to all students and educators;

7. To unify all placement efforts around a career development theme based on each individual's life goals.

Because the phases do not have distinct beginnings and endings, the objectives purposely overlap one another. For the majority of students, awareness and exploration has been just as much a part of the high school program as preparation. However, once the program has been operational for several years the proper phase relationship can be attained.

In addition to the objectives above the TEPCE staff, in cooperation with school personnel, identified the following sub-goals:

1. To make educational subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme;

2. To provide all persons the guidance, counseling, and instruction needed to develop self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about personal and social significance of work;

3. To assure the opportunity for all persons to gain an entry-level marketable skill prior to or after leaving school;

4. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed;

5. To provide services for placing every person in the next step in his development whether it be employment or further education;

6. To build into the educational system, greater utilization and coordination of all community resources;

7. To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entry and re-entry either into the world of work or the educational system.

C. Procedures Followed

The administrative structure utilized by TEPCE to meet the specific goals and objectives of the project were outlined in the original project proposal. The structure includes an Executive Committee, an Implementation Committee, Placement Team, Project Director, Elementary Coordinator, and a Secondary Coordinator.

During the first year of TEPCE (1973-1974) the administrative structure devised and implemented several activities and procedures designed to orient the educational community and the total community the concepts of career education as they apply to Greeneville and Greene County. Meetings, workshops and classes were offered specifically designed to meet these kinds of concerns. By the end of the first funding year, all teachers in the project schools had received to varying degrees orientation to career education.

Specific teachers in each of the project schools were identified by the project staff to serve as implementation assistants. These thirty teachers formed the nucleus during the first year for more indepth training and orientation.

By-monthly meetings with the Executive Committee were scheduled and monthly meetings with the Implementation Committee were held to provide a continuous evaluation of problems and direction the project was taking.

The workshops held during the first year of TEPCE had two primary areas of concern. The first was to provide general orientation to Career Education and the basic tenets of Career Development Research. The second was to provide the teachers, administrators and counselors with a broad orientation to the diverse resources of the community. During the first year teachers spent much of their inservice and workshop time exploring these areas. Opportunities for school personnel to visit local businesses were provided. In addition, opportunities to visit ongoing career education efforts served to enhance and refine the possibilities of career education in Greeneville and Greene County.

During the first year a Community Resource Guide was developed by school personnel (primarily through the Placement Team) which provided the classroom teacher with a tremendous resource as to the availability of community assistance.

In addition to the development of community resources, teachers developed units designed to infuse the concepts of career education into their already established programs. While the focus of these units was on the development of specific instructional methods the process of utilizing career education concepts as a central theme provided the philisophical base for the succeeding two years.

At the secondary level, the project proposal called for the establishment of a Downtown Learning Center Program. During the first year of the program the Downtown Learning Center was operated by providing regular classroom teachers with released time so that they could work with

individual students in the community. Students were placed with adults in the community in an effort to provide them with experiences designed to assist them in planning and preparing for their roles in society. During the second year of the project changes were made based upon the first years activities. The Downtown Learning Center became the Community Learning Center Program reflecting the utilization of the total community rather than just the resources available in the city of Greeneville. Instead of releasing regular classroom teachers, two full-time CLC Coordinators were utilized (one in each Project high school). This change provided for much more flexibility and strengthening of the program. The coordinators were able to give more time to each student. Students in the CLC Program were now provided with classroom activities designed to develop self awareness, values, and decision making. Well over one hundred community sites have been developed and utilized with more than two hundred students having the opportunity to be involved in the CLC Program.

A Placement Team was organized in recognition that intensive guidance services must be provided during preparation for placement in a job or program of further education. Under the direction of the Project Placement Coordinator, the Placement Team made up of teachers and counselors from all secondary schools in Greene County, provided a vehicle for a coordinated and intensive placement service for young people in the area. Another function of the Placement Team was to organize and implement an Intensive Training Program. This program offered high school seniors and people in the community the opportunity to be involved in short term intensive training experiences in the classroom and in the community. The purpose was to provide intensive short term courses to provide entry level job skills, updating of present skills, or to introduce the student to work which would be more in line with their skills, aptitudes and interests.

D. Evaluation

Third party evaluation of the TEPCE was contracted through the Bureau of Educational Research and Development of the University of Tennessee. Under the direction of Dr. Charles Achilles an evaluation design consistant with the goals and objectives of TEPCE was implemented. A detailed description of processes and results of this evaluation is found in the evaluation section of this report. In summarizing the report the following should be noted:

Results of student testing of some ninety-five project and control groups were mixed but primarily positive. Subjective evaluation of TEPCE by teachers, administrators, students and community were very positive. So positive were interviews by evaluators with these groups, that criticism of any element of TEPCE was difficult to locate.

The lack of clear cut significant differences could have been predicted. Self-concepts, for example, are slow to change and require intense treatments for change. On the other hand, TEPCE offered training for staff, opportunities for staff growth through travel and program planning, a focal point of community involvement, and most important, TEPCE provided some opportunities and experiences for students that otherwise would not be available.

E. Results; Accomplishments

The establishment of a comprehensive Career Education Program for the students of Greeneville and Greene County has been the primary objective of the Tennessee Exemplary Project in Career Education. By providing the structure and support to implement the objectives of career education, the project has provided ongoing effort that has made significant changes in both the options provided students and direction of teaching in many situations.

Through field trips, resource persons, career explorations, Career Information Centers, Intensive Training Programs and the vast numbers of in-class experiences, options have been provided that have here-to-fore been missing in most schools. Teachers, administrators and counselors have been exposed to training experiences designed to broaden and strengthen their input into the career development process of young people.

The utilization of the community as a teaching resource is particularly significant. The Community Learning Center Program has developed a strong link between the project high school's students and the adult working world. The interest and involvement of the community in the CLC Program has provided a broad base from which to continue to build The structure developed by TEPCE has evolved into an ongoing program that is viewed by the community and the schools as an important part of the total educational effort. With the termination of Federal funding in June of 1976, the two local school systems have assumed many of the program components. Two career education coordinators have been retained to continue in the implementation and refinement of career education. The Community Learning Center Program has been retained as well as the Placement Team approach as coordinated by the Placement Coordinator. These components, coupled with the activities developed for use in the classroom will continue to make career education a top priority in Greeneville and Greene County.

F. Conclusions and Recommendations

Bringing about educational change requires constant reinforsement of those to whom change will have the most impact. In the case of the Tennessee Exemplary Project in Career Education the classroom teachers, counselors, and administrators were constantly provided opportunities for planning educational experiences for young people. Workshops throughout the school year were designed to be as practical as possible and related to specific needs of the school staff. Several opportunities were provided to visit other career education programs within the region and across the country.

The effect of the program in opening options for students and for providing a wide range of experiences has had a positive effect. (A description of this positive effect is detailed in the evaluation section in the body of this report.)

TEPCE has also provided data that suggests that community involvement in the educational process has the potential for providing motovation and real learning in a wide range of areas.

BODY OF REPORT

BODY OF THE REPORT

A. Problem area toward which the project was directed, including references to the original proposal, previous studies and experiments, and related literature.

During the 1960's and early 1970's young people were stirred by what they perceived to be a dicatomy between the American ideal and the "real America". In many instances they became disallusioned by what was being said in the classroom verses what they saw on the streets or on television. The call for "relevancy" went out. The response was the addition of courses which provided more options, more information, and in many cases more confusion. The gap between education and community continued to widen. Students found themselves to be part of the "Pepsi Generation" but not a part of the "real" world.

The Tennessee Exemplary Project in Career Education does not propose to be the answer to the problems of education. However, it might be part of the answer. Career Education is much more than providing students with information concerning the world of work. Information without the opportunity to utilize and experiment tends to broaden the gulf between school and the world.

TEPCE is centered around "the need for planned comprehensive change built around a central concept involving more than just students and educators".[1] An Educational Development Study by the First Tennessee Development District in 1971, found that there is "an urgent need for educational change directed toward better preparation of students for entering the world of work"[2] Career Education in Greeneville and Greene County serves as a framework through which the various options available can be tied together.

B. Description of the general project design and the procedures followed, including information on the student population, instructional staff, and on the methods, materials, instruments, and techniques used.

The Tennessee Exemplary Project in Career Education has been a joint effort of two school systems. The administrative structure was set down in the original project proposal.

The overall responsibility for the project was assumed by the project director. Two project coordinators, one each at the elementary and secondary levels, served to coordinate and implement specific activities designed to meet the objectives as spelled out in the preceding section.

A full-time placement coordinator served as the leader of the placement team and coordinator of placement activities for the two school systems. Although an integral member of the project staff, this person was not supported by project funds.

Fourteen schools were directly involved in the project. Approximately twenty-five (25%) percent of the students come from homes classified as disadvantaged. Greeneville has a population of 13,722 which is about one third (1/3) of the population of Greene County. The ethnic composition of the city is eight (8%) percent black as compared to twelve (12%) percent black in the county. Other information relative to the school populations and instructional staff is included in Appendix A & B.

One hundred percent of the city school population and 28.5 percent of county school student population have been involved in the project.

Greeneville and Greene County represent a dichotomy between the industrial and the agrarian type communities with the Greeneville area being the center of the business/industrial community. During the past ten to fifteen years, an infusion process has brought many new employers into the area. Many Greene County residents work in industry while maintaining small family farm operations. TEPCE has worked to acquaint the young people of the area with many of these new options while at the same time expanding their frame of reference relative to the total career picture nation wide.

Throughout the duration of the project, activities, workshops, classes, and visitations have been coordinated by the TEPCE staff designed to assist teachers in the project school in looking at the career development process and to develop suitable activities and projects designed to meet the needs of the students in Greeneville and Greene County.

During the first year, orientation to the project's objectives and structure received top priority. In service activities included the development of concepts and resources for use in the classroom. Workshops and inservice activities in the fall and winter months were aimed at large groups while activities implemented in the spring were aimed at smaller groups. During project year 1973-74, units were developed by individual teachers as well as a Community Resource Guide which was developed by the Placement Team.

At the elementary level Experience Carts were designed and constructed at the Greeneville-Greene County Vocational School. At least one cart was equiped and placed at each of the project elementary schools. These carts were designed to be used as portable experience centers. Most of the carts were equiped with basic hand tools and small electric power tools. By the end of the third year these carts had become the focal point of a wide variety of "hands on" experiences. These carts were particularly effective in some of the small rural schools that had no unified or related arts program. Several workshops were conducted by the project staff and consultants to aquaint elementary teachers with the proper use of the tools and with ways to relate their use to their own class activities.

While Experience Carts are equipped differently from school to school, a sample listing of the equipment is lited in Appendix C.

In addition to workshops and in service activities designed to provide for the development of specific activities, teachers were provided experiences in the community. These experiences, called "shadowing experiences" allowed teachers to experience first hand many working situations in the community. These shadowing experiences ranged from police work to assembly line work.

As mentioned earlier, units were developed during the first year. Upon evaluation of this particular procedure the project staff determined that this approach had some negative effects in terms of a way to involve teachers. The unit format tended to be too long in terms of time and reproduction cost. As an alternative, an Activity Guide format was established. This procedure was more concise and yielded a general activity format which allowed for much more flexibility. Beginning the second year of the project all project school teachers were provided the opportunity to develop several activities specifically related to the objectives of the project. These activities have been compiled in a Career Education Activity Guide and it is available to teachers in all schools.

In addition to locally produced materials, project funds were utilized to purchase commercially produced materials to supplement classroom activities. Each high school and junior high level school organized a Career Information Center housing a wide variety of audio-visuals, pamphlets, books, and multimedia kits. A center was also maintained at the Career Education Office. A listing of materials contained in a sample Career Information Center is found in Appendix D. These Centers are usually maintained in the library. However, if a school had no formal library the materials were maintained in the classroom. In addition to the locally produced and commercially produced materials a great deal of free materials were aquired by writing professional organizations, government agencies and private businesses and industries.

As stated earlier, Career Education involves much more than occupational information. A person's values, interests, and abilities play an important role in the total career development process. With this in mind the Career Education staff utilized consultants with expertise in the area of values. A number of workshops were held to provide teachers with the necessary skills to work in the area of values clarification. The project staff found that this approach to involving teachers was particularly successful. It proved to be an excellent method for seeing career education as a vital part of the total school program.

The project staff assertained from the beginning that the involvement of counselors in the total career education effort was vital to a meaningful program.

Under the direction of the Placement Coordinator a Placement Team was organized made up of the high school guidance counselors, the Community Learning Center Coordinators, the P.E. and I.C.T. Coordinators and the Career Orientation teachers from the project high schools. Meetings are held at regular intervals throughout the school year designed to facilitate the realization of the following placement objectives:

1. To assure the opportunity for all persons to gain entry-level marketable skills;

2. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed;

3. To provide services for placing every person in his/her career development;

4. To build into the educational system greater utilization and coordination of all community resources;

5. To increase the educational and occupational options available through a flexible educational system which facilitates entry and re-entry into the world of work or the educational system;

6. To provide career information services to all students and educators;

7. To unify all placement efforts around a career development theme based on each individual's life goals.

Career counseling and placement efforts of guidance personnel have focused attention on the need of some students for intensive career training to adequately prepare them for entering the world of work. An Intensive Training program was developed through TEPCE designed to develop a flexible program of intensified career training over a short term duration to meet the special needs of individuals in relation to their career development and placement. Any student leaving school prior to graduation and/or after beginning work, who has not made a suitable career decision was eligible for this program. Tuition was free and classes were held after regular school hours and/or during regular school hours in the summer months.

During the first year's program all training was limited to in school situations. During the second year of Intensive Training changes were made whereby one-half of the training period was in school while the remainder of the time was spent in actual work situations. The latter approach provided some of the work experience so often required to obtain initial employment. Additional information relative to the Intensive Training component may be found in Appendix E.

In an effort to provide high school students with first hand contact with working adults in career areas of specific interest to them, TEPCE developed a Community Learning Center Program (CLC). This program, open to high school juniors and seniors, effected over 250 students and utilized over one hundred "learning sites" in the community.

Students enroll in this program in one to two hour blocks. A CLC Coordinator works with the students on a highly individualized basis. Students enrolled in the program are urged to observe and explore a minimum of four different careers. They may receive up to one unit of credit and receive no pay.

The CLC experience is not confined to job information and skill development. The CLC Coordinators through seminars and individual sessions help students in developing desirable attitudes about the personal, psychological, social, and economic significance of work, as well as assisting in development of self awareness and matching interests and abilities against a possible or a potential career.

The development and implementation of the CLC is viewed in two phases: Orientation and Counseling and Placement and Consulting stage. Orientation and Counseling involves a two week period with the CLC Coordinator during which the student is involved in a series of group and invididual activities designed to explore attitudes, values, interests and ability. During this time the student is setting priorities and matching his/her interests to broad career areas and specific occupational roles. Upon completion of the orientation phase, the student identifies a career area(s) in which he would like to explore on site.

Securing a learning site is the responsibility of the CLC Coordinators during the initial site contact the coordinator provides information relative to the programs objectives, goals, and procedures.

Upon securing the learning site, an agreement between the school, parent, student, and learning site is formalized. The student is required to spend a minimum of five hours per week at the site and participate in weekly seminars with the CLC Coordinators. Students are encouraged to change sites at the end of nine weeks and may change more often in specific instances.

The CLC Coordinators in conjunction with the personnel at the learning site makes the final determination as to the progress of the student and determines the credit to be awarded. Appendix F contains forms and other relevant information pertaining to the Community Learning Center Program.

At all levels, the use of the community through TEPCE has been a focal point of exposing students to career opportunities and providing for an awareness of the community. The use of planned and structured field trips proved to be effective in terms of exposing students to the community and the community to the students. Workshops were held with school personnel and community resources to develop guidelines and objectives for utilizing the community.

A Community Resource Guide developed by counselors and teachers has been placed in all project schools. An update of the Resource Guide is made annually under the direction of the Placement Coordinator. A sample of the kind of information contained in this guide is found in Appendix G.

C. Results and Accomplishments:

The overall goal of establishing a comprehensive career education program in the Greeneville City Schools and selected school in Greene County has been achieved through TEPCE. By looking at the comparisons illustrated in Figure I on page13 it is readily apparent the impact TEPCE has had on Greeneville and Greene County.

FIGURE I.

Overview of Accomplishments of TEPCE
K-12

Existing Before TEPCE	Existing After 3 years of TEPCE
PLACEMENT	
Project NITRO Placement Center	Placement Team Information Centers Project INFO Computerized Career Information Community Resources Guide
PREPARATION 9-12	
Guidance Services Vocational Center Unified Arts Program Mini Courses Team Planning	Placement Team Intensive Training Career Information Centers Community Learning Center Revised Instructional Program Community Resources Field Trips Work Experience Involvement Activities
EXPLORATION	
Unified Arts Program Guidance Services Team Planning	Revised Instructional Program Field Trips Community Resources Career Observation Career Information Centers
AWARENESS	
Team Planning Team Teaching	Experience Carts Career Education Activities Guides Community Resources Field Trips

At the elementary level all teachers have been exposed to and provided with in service experiences designed to help them design their classroom activities to include specific career education objectives. An Activity Guide has been produced which incorporates many of the significant career education experiences provided students with a broad awareness of the career areas and/or clusters.

In addition to gaining awareness of career areas, awareness of themselves including values and attitudes is stressed. Teachers and administrators at all levels have been involved in Values Workshops designed to provide and demonstrate techniques for helping young people become aware of their values and understand how they relate to the society in which they live.

The use of experience carts (described in the preceeding section) has provided youngsters with ways of relating knowledge acquired in the classroom to practical situations outside the classroom. Kindergarten students producing wooden toys of their own design or a math student constructing an electric teaching machine are examples of the many ways experience carts have been utilized effectvely. Many hours of workshops have been provided by TEPCE to aquaint on the use of the cart, not to develop skilled craftsmen but to provide a process whereby youngsters in the elementary schools can experience some of the same frustrations and rewards of the adult working world.

The use of field trips and resource persons in the classroom has been enhanced by the provision of some structure and continuity. Workshops designed to deal especially with the utilization of the community as a resource have been effective in upgrading the kinds of learning experiences provided through the community. While the number of field trips have dramatically increased, so has the quality of the field trip. All field trips were screened by TEPCE as to pre-planning and follow-up activities and each field trip was evaluated in terms of its benefits to the students. Forms utilized in planning and evaluating field trips are found in Appendix H.

At project schools housing 7-12 grade students, Career Information Centers have been established. These Centers readily accessable by both student and teachers, are maintained in the library areas of the schools. Materials housed in the centers include: books, pamphlets, filmstrips, micro-fich, and other relevant materials to provide information to students. The materials are utilized individually by students and by teachers and counselors in class and small group presentations. In addition to the kinds of activities provided in school for students, TEPCE has developed and implemented a Community Learning Center Program. designed to provide high school students with exposure to adults in the working world. Juniors and seniors in the two project high schools have the opportunity to receive up to one and one-half (1½) units of credit for observing and exploring career areas of specific interest to them. Over one-hundred "learning sites" have been established in the Community incompassing unskilled to highly technical career areas. A listing of the "learning sites" established through TEPCE appear in Appendix I.

The establishment of a comprehensive Placement Team as described in the preceeding section has provided the vehicle for providing coordination

among counselors and other persons charged with the responsibility of placing students in appropriate situations. This function which has been missing to a large degree in the past has opened avenues of communication between the various programs available to students.

Perhaps one of the most important functions of the Exemplary Project is to provide other school systems with information and strategies for implementation. During the three year duration of TEPCE the project staff hosted several tours and conferences dealing with career education. Over three hundred persons representing twenty-five (25) different school systems have visited the project. The career education staff and local teachers, principals, and counselors have attended state, regional, and national conferences dealing with career education. The project staff has provided in-service and workshop activities for school systems within the state and the region. During the spring of 1976 WSJK-TV, a public broadcasting station, produced a thirty-minute program on TEPCE. This program was aired six (6) times during the months of August and September, 1976.

With the termination of Part D funding for TEPCE in June, 1976, the local school systems, Greeneville City and Greene County, provided the following:

1. Two coordinators of Career Education, to assist in the refinement and spread of the career education program in the project schools and in the County Schools not previously involved in career education. (job description found in Appendix J.)

2. Continuation of the Community Learning Center Programs in all high schools.

3. Development of a Career Education Media Center.

4. Continuation of the Placement Program with emphasis on the Placement Team approach as established through TEPCE.

The commitment of the two cooperating school systems in providing support for career education has been evident for the past three years. Their continued support is evidence of the concern and commitment to the need to provide youngsters with meaningful learning experiences.

The impact of TEPCE on the community has been most positive. Appendix K. contains a survey of community persons relative to their reactions to specific components of TEPCE.

The process of change in education is slow. Through three years of concentrated emphasis on career education a base for change has been established. Career Education is an ongoing program in Greeneville and Greene County.

APPENDIX A

FINAL EVALUATION

REPORT

Project No. V361184

Grant No. OEG-0-73-5274

TENNESSEE EXEMPLARY PROJECT

IN CAREER RDUCATION

Exemplary Project in Vocational Education

Conducted Under

Part D of Public Law 90-576

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FOREWORD

The Bureau of Educational Research and Service (BERS), College of Education, University of Tennessee, Knoxville, was the external evaluator for the Tennessee Exemplary Project and Career Education (TEPCE) from 1973-74 to 1975-76. This represents the culminating evaluation report and combines data from the first two annual reports with data collected specifically for the final report.

The initial evaluation design was accepted by the Office of Education. Between the first and second years there was a request for an adjustment in the evaluation design to bring it more in line with Handbook for the Evaluation of Career Education Programs, submitted by Development Associates, Inc., August 15, 1974. Thus, in the middle of the evaluation there was some adjustment which necessitated the collection of some additional data.

This adjustment in evaluation design caused some problems, and may indeed have occasioned some results classified as "no significant difference". The Handbook was predicated on a research model using pretest-posttest, control and experimental groups etc. While the model may be most suitable for research, and especially for research in agriculture and the pure sciences, it is overzealous as a project evaluation paradigm.

Additionally, the major focus of the evaluation of an exemplary project probably should be on whether or not teachers can implement new teaching methods, and not upon whether or not youngsters appear to be learning new skills. Since the exemplary projects run only three years, it seems fatuous to suppose that project adjustments will cause such things as increases in reading scores or substantive changes in level of career knowledge. In the three-year duration of an exemplary project, it would seem most useful to determine whether or not: 1) teachers had changed their teaching styles, 2) additional opportunities were being provided to youngsters, 3) there was substantial increase in the involvement of community personnel as resources in the schools and in the involvement of school youngsters in community activities, 4) there was a decrease in absenteeism, 5) there was a decrease in such things as vandalism and anti-school activities, 6) there were changes in the curriculum which could be identified and designed for transportation, and things of this nature. Instead, however, the mandated evaluation design was predicated upon standardized tests to find out if youngsters were changing their attitudes about work, learning more about careers, etc. While this might be an admirable goal, it seems more important to describe changes that occur within a school system that might bring about pupil changes during the first 2 or 3 years of the project, and then to find out, later, if there are changes in student knowledges. One must presume that without marked and definable changes in teaching and curriculum, there will be a few changes in student learning and knowledge about careers. On the other hand, with such changes it is not certain that there will be changes in pupil knowledge and skills over a short period of time. Thus, the descriptive aspect of the evaluation would seem to be most important for the first several years of the project. Unfortunately, policy-makers seem to worship "pure" and experimental research designs and attempt to translate research designs to evaluation projects. However, even within the design restrictions as noted, there were some positive changes.

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SECTION I. OVERVIEW OF THE TEPCE PROJECT

Introduction

The Tennessee Exemplary Project in Career Education (TEPCE) and the Bureau of Educational Research and Service (BERS), University of Tennessee, Knoxville, entered into a contractual agreement for Third-Party Evaluation on September 1 of 1973, 1974, and 1975 in accordance with requirements of the federal funding agency for TEPCE. Evaluation design and activities of year one and two of TEPCE may be found in the final evaluation reports of 1973-74 (1) and 1974-75.(2)

Origin of the Tennessee Exemplary Project in Career Education

TEPCE evolved from a concern that Greeneville and Greene County students be provided with the most meaningful education possible. In the fall of 1972, a proposal for funding of a comprehensive career education effort was submitted to Washington. Beginning in the Winter of 1973 effort was made to plan and implement the concepts and goals of career education at the junior high and high school levels. Workshops and related activities involving approximately thirty teachers, counselors, and administrators were held during the spring and summer of 1973.

In June, 1973, the Greeneville and Greene County school systems were notified that they had been granted $152,000 to implement a comprehensive career education project under Part D of the Vocational Education Act, as amended. The grant was for twelve months, and was renewed for an additional two years. In addition to the federal funds, the combined systems committed $52,000 of their own resources specifically to the effort.

The project staff began implementation in July, 1973 by assembling materials and planning strategies for involving the teachers in the project. Workshops and other in-service activities began in September, 1973; the program was operational in selected schools and classrooms by October, 1973.

The overall TEPCE goal was the development of a comprehensive career education program tied closely to needs of students and community.

Participating Schools and Student Population

Three schools (Chuckey-Doak High School, Chuckey Elementary School, and Glenwood Elementary School) new to the project were added during the second

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(1) Tennessee Exemplary Project in Career Education, Final Evaluation Report 1973-74, Bureau of Educational Research and Service, University of Tennessee, Knoxville, August, 1974.

(2) Tennessee Exemplary Project in Career Education, Final Evaluation Report 1974-75, Bureau of Educational Research and Service, University of Tennessee, Knoxville, October, 1975.

year to serve as control schools, bringing to 17 the number of schools involved. Student population was increased by addition of these schools from a total of 5,218 in 1974 to 6,180 in 1975, an increase of 962 students. The 1975-76 student population of project and control schools was 6,374. Total student population by schools is in Appendix A. All Greeneville City students participated in the project as did approximately 45% of all Greene County students.

Data Collection Schedule

During the project life (1973-76) tests were administered and data collected in accordance with the schedule shown in Appendix B. Included is the test name, grade, mean ($\bar{X}$), number (N), standard deviation (S.D.), and whether the test was pre or post and project or control.

Initial Problems of Implementing TEPCE

TEPCE began a year before the Guidelines[3] were developed. In accordance with normal evaluation procedures for Exemplary (Part D) Projects, an external evaluation was already underway; an evaluation which suggested a multi-year design had been accepted for the project. Baseline data (under the prior design) had been collected prior to development of the Guidelines; these baseline data and their uses had some effect on the new design. To plan and conduct an evaluation that was harmonious with the previous design and would accommodate factors from the new design, some compromises with the new design were necessary for maximum evaluation effect.

Several constraints inherent in TEPCE forced some adjustments within the current guidelines. For example, all teachers in Greeneville City and Greene County received some in-service education relative to career education, although no project monies were available for participation by non-TEPCE schools. Additionally, teachers adopted and adapted good ideas from project teachers, thereby contaminating pure control groups. All pupils in the city system participated in TEPCE, making it impossible to identify any control group not in some way "contaminated;" all city pupils qualify as treatment groups.

One County high school and the feeder system for that school comprised the County population in TEPCE. Characteristics of this high school suggested that no other County high school and no other set of feeder schools would provide a control group in the usual sense of the word; various characteristics within geographic areas in the County suggested that no comparison group could legitimately be used.

Advantages of TEPCE Evaluation Strategies

Some things in the Guidelines complemented TEPCE Evaluation strategies from year one. First, the Crites Maturity Inventory (CMI) instrument was

(3) Draft Guidelines for the Evaluation of Career Education Programs, Submitted to U.S.O.E., Dept. of H.E.W., by Development Associates, Inc., Washington, D.C., Contract No. OEC-0-73-6663, August 15, 1974.

used for baseline testing--one of the instruments identified in the Guidelines. Secondly, the Guidelines did not prohibit the use of two other instruments used to obtain baseline data: The Gordon Occupational Checklist and an adaptation of Westbrook's Vocational Maturity Inventory. Both instruments provided valuable baseline data. The adaptation of the Westbrook employed a multiple-matrix process--one way parsimoniously to obtain valid results. Recognizing that a true control group would not be feasible, the initial evaluation design made use of progressive testing and a step/time analysis strategy.(4) Through this process it was possible to infer the impact of the career education treatment, based upon the number of years that a student was involved in the treatment.

During TEPCE's first year, extensive testing generated general baseline measures. However, due to late contracting with a third-party evaluator, baseline testing was done after the project had been underway for several months. Although a problem, this was not as serious as it might have been. There was a late project funding date and start-up, and teachers had not received their prescribed inservice training during the summer, prior to actual work with pupils; while there was some baseline contamination, it was less than if teachers had received their prior training.

Figure 1, page 4, portrays the original evaluation design plan for TEPCE. Instruments included Crites Maturity Inventory-CMI (both the interest and competency portions), Westbrook (adapted), Gordon Occupational Checklist, the Self-Observation Scale (SOS), the Tennessee Self-Concept Scale (TSCS), participant questionnaires developed by the staff, and on-site monitoring to gather process data.

Figure 2, page 5, provides more detail of the population/sample, the actual grades tested, and the comparisons/analyses as determined for the initial evaluation design. Elements (as applicable) were incorporated in years two and three.

As a basic framework for the project evaluation, a modification of the CIPP model developed by Stufflebeam was followed. This model provides a framework to evaluate a project in terms of context, input, process, and product.

1. Context. Evaluation assessed the framework in which the program became operational.
2. Input. Evaluation provided the information needed for possible alteration or revision of the program.
3. Process. Evaluation provided a mechanism to operationalize needed program adjustments.
4. Product. Evaluation assessed the effectiveness of procedures and resultant outcomes.

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(4) A failing of this procedure is that it does not provide any true control on maturity as a factor. However, through careful analysis and comparisons, strong indicators and trends should be evident and the data should be able to provide some inferences.

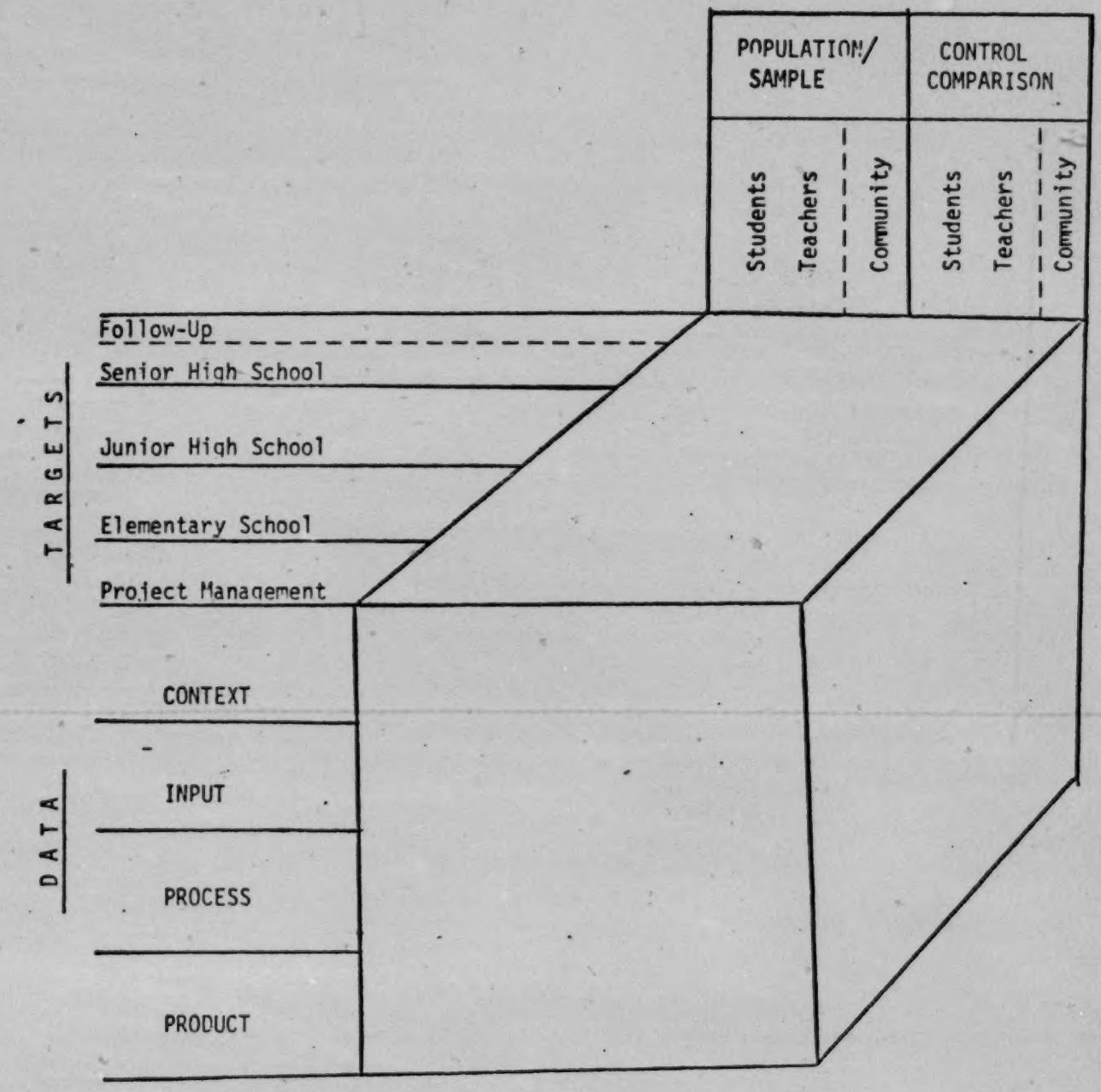

Figure 1. Basic Evaluation Design for Greene County-Greeneville City Exemplary Career Education Project.

YEAR	POPULATION/SAMPLE	GRADES TESTED Elem. JHS H. S.	COMPARISONS/ANALYSES
1 Pre	ALL pupils	4 5 6 7 8 9 12	Baseline
1 Post	Random Selection		Presumed growth from program with treatments to try to regulate for growth/motivation/maturation
2 Pre	Random (but stratified by number of years in program)	3 4 5 6 7 8 9 10 12	Comparisons of group mean ($\bar{X}$) scores with prior years, with groups with less time in program, and with equivalent grade norms from other Tennessee projects. (Some attempt at control--see below)*
2 Post	Random (but stratified by number of years in program)		
3 Pre	Random (but stratified by number of years in program)	4 5 6 7 8 9 10 11 12	Comparisons of group mean ($\bar{X}$) scores with prior years, with groups with less time in program, and with equivale grade norms from other Tennessee projects. (Some attempt at control--see below)*
3 Post	Random (but stratified by number of years in program)		

*A comparison sample of Greene County youngsters was used as feasible. They were not strictly "control" since all teachers had some career education exposure. Implied growth was estimated from differences shown by students who have been in the program longer or more intensively (Guidelines, item 3, pages 53 and 54).

Figure 2. A Basic Design for Evaluation of TEPCE, Showing the Projected Plan and that Actually Used During the First, Second, and third project years.

Project Goals and Objectives

The following goals and objectives taken from the proposal as originally funded were objects of evaluation strategies. They were applicable to all grade-levels, kindergarten through post-secondary, with a thread of continuity throughout; e.g., knowing the importance of work, understanding the range of occupational selection, demonstrating a positive self-concept.

Each participating student will:

1. know and understand the economic, social, and personal importance of work.
2. understand the range, nature, and relatedness of many types of occupations.
3. demonstrate an awareness of the need for basic skills in the world of work.
4. know and practice desirable work habits and attitudes.
5. practice decision-making.
6. demonstrate a positive self-concept and awareness of personal interests.
7. demonstrate the ability to relate his areas of career interests to personal interests, abilities, and values.
8. demonstrate an awareness of the consequences of choosing a particular career area.
9. use his educational experiences to further his understanding of and preparation for a chosen career area.
10. base his career choices on his knowledge and understanding of personal interests, abilities, and values.
11. understand the consequences of career choices.
12. plan an educational program appropriate to career choices.
13. be placed in a job or further education program related to personal career choice.

II. DATA PRESENTATION AND ANALYSIS

During year one of the project (school year 1973-74) various designated tests were administered to students in the project schools to generate baseline data. Scheduled testing was continued during years two and three (school years 1974-75 and 1975-76) to conclude baseline testing and to provide post-test data. Tests were administered in accordance with the schedule shown in Appendix B.

Data Presentation

Standardized test scores provided the data for the evaluation report. Project and control students were administered the following tests during

the project life; Tennessee Self-Concept Scale (TSCS), the Self-Observation Scale (SOS), the Revised Westbrook Occupational Maturity Scale, Crites' Career Maturity Inventory (CMI), Crites' Competence Career Maturity Inventory (CCMI), and the Gordon Occupational Check List (GOCL).

Career Maturity Inventory (CMI)

The concept of career maturity is more comprehensive than career choice, including not only the selection of an occupation but also attitudes toward decision-making, comprehension and understanding of job requirements, planning activity and ability, and development of vocational capabilities. The CMI is an attitude scale that was designed to elicit the attitudinal or dispositional response tendencies in career maturity, which are nonintellectual in nature, but which mediate both choice behaviors and choice aptitudes.

The test is a fifty-item scale consisting of statements about an adolescent's (a) involvement in the process of career choice, (b) orientation toward the vocational choice problem, (c) independence in decision-making, (d) preferences for factors in career choice, and (e) conception of the choice process. The CMI yields a raw score ranging from zero to fifty. The higher the raw score, the greater the career maturity level. It has been normalized using a sample of 15,298 students in grades seven through thirteen from eight states -- including Tennessee.

Table I presents 1973 baseline data (mean and standard deviation) from student scores on the CMI for grades 7-12, the total population of project school students (N = 785). Included are 1975 and 1976 post-test data for randomly selected classes of the same students and grades, excluding grade 11. Control school pre and post-tests are also presented.

The total mean of the post-test after two years for project students was 1.05 higher than the total mean of the pre-test, representing a substantial increase, and reflecting an increase in the career maturity level of project participants, even though students in grade 11 were not included in the post-test.

Also included in Table I for comparative purposes was the total mean of a group of control school students whose classes were randomly selected from grades 7-12, excluding grade 11. The mean of this group, when compared to the pre-test mean of the project students (32.24 v. 32.36), indicated that the control group fit well the criteria for such a group, in that its pre-test mean was virtually the same as the pre-test mean of the project students on the C.M.I.

Combined mean scores for randomly selected classes of project students in grades 8, 10, and 11 on the CMI at the end of year three of the project, when compared with pre-test scores of the same groups, are shown in Table I and continue to point up the increase in career maturity of project participants. Contamination of control students may also be seen, in that these students, too, made considerable strides in career maturity, as indicated by pre and post-test mean scores. Whereas, control contamination normally is seen as highly undesirable, here it is viewed as further evidence of the eagerness and willingness of teachers to provide for their students

TABLE I

Pre-test and Post-test Results of Administering the Career Maturity Inventory (CMI) Attitude Scale to Junior and Senior High School Students

N	Mean	Standard Deviation
785 (Pre-Test) - Project - 1973	32.26	6.23
142 (Post-Test) - Project - 1975	33.41	4.71
Difference	+ 1.05	
211 (Pre-Test) Control Schools -73	32.23	5.81
126 (Post-Test) Control Schools 1976	33.70	4.89
Difference	+ 1.45	5.71
128 (Post-Test) Project Schools 1976	33.40	
Project Pre and Post Difference	+ 1.04	

the materials and information available to project teachers. High control mean scores may also be seen as a result of increased general interest in career education as a result of TEPCE and related projects and materials in the area from other sources during the project life.

T-test scores of project and control students on the pre-test were not significant, as seen in Table II, a further indication that both groups were approximately the same. Students were tested at grades 8, 9, and 12.

The increase in maturity level of students during the three years of operation of TEPCE may be observed dramatically in Table III. Results of administering the CMI to project students in grades 8-9 (pre-test) and in grades 10-11 following three years of project activities (post-test) are compared.

Students tested (pre-test) in grade 8 and (post-test) after participating in TEPCE for three years showed a mean gain of 5.39. This was significant at the .01 level. The probability of this occuring by chance was less than 1 in 100.

Students tested (pre-test) in grade 9 and (post-test) after three years of TEPCE activities showed a mean gain of 1.96; significant at .05. The likelihood of this occuring by chance was 5 in 100.

The data in Table III can be viewed as positive indicators that the following project goals were being met:

(1) knowing and understanding the economic, social, and personal importance of work,

(2) understanding the range, nature, and relatedness of many types of occupations,

(3) demonstrating a positive self-concept and awareness of personal interests,

(4) demonstrating an awareness of the consequences of choosing a particular career area, and

(5) understanding the consequences of career choices.

Table IV provides additional results on the CMI of project students in grades 7-11 following two and three years of TEPCE participation. While continued student growth in career maturity during year three can be seen in the increased mean scores, it was not as dramatic as the total maturity growth during the entire project period. (Table III) slightly lower mean scores at the 8th and 11th grade levels may be indicative that career interest has peaked and other items have taken priority for the students.

Competence Career Maturity Inventory (CCMI)

During the time when baseline data were collected (November of 1973) a sample of 10th grade students was administered the CCMI. The CCMI provides a more thorough assessment of the goals and objectives of TEPCE than measures resulting from the CMI Attitude Scale. A similar sample of 11th

Table II

T-test Values of Administering the Career Maturity Inventory (CMI)

Attitude Scale to Project and Control Students (Pre-Test)

Grade		N		Mean		St. Dev.		t-Test Value
(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	
8	8	146	32	29.1	29.38	6.1	5.17	.31
9	9	374	58	31.4	31.86	5.8	5.49	.57
12	12	93	40	33.4	35.72	6.2	5.23	1.95
12	12	172	40	36.6	35.72	4.7	5.23	-1.06

(1) project students

(2) control students

TABLE III

T-test Values of Administering the CMI to Project Students (pre-test) and Following Three Years of TEPCE Activities (post-test)

Grade		N		Mean		S.D.		T-test Value
(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1) vs. (2)
8	10	146	78	29.1	34.49	6.1	5.2	+9.45**
9	11	374	25	31.4	33.36	5.8	6.47	+1.68*

(1) Project pre-test
(2) Project post-test after three years of TEPCE Activities

** = Statistically significant at .01 level.
* = Statistically significant at .05 level.

No 12th grade project students took the CMI in 1976.

TABLE IV

Results of Administering the CMI to Project Students After 2 Years in TEPCE and After 3 Years in TEPCE

	Grade 7 Project Students After 2 Years	Grade 8 Project Students After 3 Years
Mean	31.90	30.04
S.D.	4.28	6.61
N	20	25
	Grade 9	**Grade 10**
Mean	33.98	34.49
S.D.	4.18	5.15
N	23	78
	Grade 10	**Grade 11**
Mean	35.21	33.36
S.D.	3.95	6.47
N	19	25

grade students completed the CCMI at the end of year two of the project. Another similar sample of 12th grade students completed the CCMI at the conclusion of the third year. A measure of overall student gains throughout the operational period of the project was provided.

Table V permits comparison of baseline data from administering the CCMI to students in grade 10 with a smiliar group of students having participated in project activities for three years, in a pre-test/post-test format. Mean scores increased on each sub-test of post-test over pre-test. (One sub-test was missing in 12th grade testing at end of year three.) Results indicate dramatic student progress in the areas of self-appraisal, occupational information, goal selection, and planning during the three years of TEPCE.

The CCMI was also used during school year 74-75 and 75-76 to evaluate students participating in the Community Learning Center (CLC) portion of the TEPCE. The CLC was designed to permit a limited number of 12th grade project students to observe in one to four career fields of the student's choosing. The student, educator, parent, and employer cooperated to provide the opportunity for students to experience first-hand the actual types of tasks performed by employees in these careers.

Table VI compares results of the CCMI, administered to 21 CLC students in grade 12 and 55 non-CLC 12th grade students at the end of year two of the project, with those of 46 CLC and 58 non-CLC 12th grade students at the end of year three of the project. One might suppose that students, who voluntarily leave school to devote a minimum of two hours daily to observe and participate in selected careers, would score higher on a career-oriented test. The higher total mean of CLC students than non-CLC students for every variable at the end of years two and three, as shown in Table VI, supports this supposition. Other data suggest that the CLC concept is valuable and worthy of consideration in similar future projects. A more detailed evaluation of the CLC may be found in another section of this report.

T-tests conducted on the results shown in Table VI were significant at the 0.05 level for the variables Occupational Information ($t = +2.31$) and Planning ($t = +2.61$). Since no regional or national norms exist for the CCMI, meaningful comparisons were drawn from pre and post-tests administered throughout the project life, as shown in Tables V and VI.

Gordon Occupational Check List (GOCL)

The Gordon Occupational Check List consists of 240 activities that are performed in many different kinds of jobs. These 240 activities are organized into five general interest categories and are further grouped into thirty internally-related clusters. Table VII presents the areas, number of items and item clusters.

The Check List was developed for use in survey research and in individual and group counseling. Activity items were written for the selected occupations, using the Dictionary of Occupational Titles and Occupational Outlook Handbook as guides. Results of test-retest reliability studies are shown in Table VIII. The Check List was developed to help the non-college-bound

TABLE V

CCMI Data (Mean & S.D.) by Variable for Project Students, Grade 10 (pre-test) and Grade 12 after 3 Years of Project Participation (post-test)

Variable	N		Mean		Standard Dev.	
	Gr. 10	Gr. 12	Gr. 10	Gr. 12	Gr. 10	Gr. 12
Self-Appraisal	58	45	12.38	15.83	3.57	2.13
Occupational Information	58	45	14.86	17.11	4.18	2.45
Goal Selection	58	45	12.79	15.37	3.27	2.44
Planning	58	45	13.09	15.58	4.17	1.78
Problem Solving	58					

TABLE VI

Results of the CCMI (Competence Career Maturity Inventory)
Administered to 12th Grade CLC (Community
Learning Center) and Non-CLC Students
at the End of Years Two and Three of TEPCE

Variable	N				MEAN				ST. DEV.				t
	Non-CLC Students		CLC Students		Non-CLC Students		CLC Students		Non-CLC Students		CLC Students		
	*	**	*	**	*	**	*	**	*	**	*	**	
Self-Appraisal	55	58	21	46	14.62	15.4	15.48	15.83	3.55	2.72	2.36	2.13	
Occupational Info. Information (1)	55	58	21	46	15.26	16.92	17.43 (1)	17.11	4.06	3.53	2.20	2.45	2.31
Goal Selection	55	58	21	46	12.67	14.73	15.43	15.37	3.82	3.27	2.23	2.44	
Planning (2)	55	58	21	46	12.11	13.2	15.24 (2)	15.58	5.04	3.5	3.45	1.78	2.61
Problem Solving	55	58	21		10.07		12.00		4.38		2.76		

* at end of year two of TEPCE

** at end of year three of TEPCE

(1) t = 2.31 sig.at .05 level
(CLC vs non-CLC, end of year 2)

(2) t = 2.61 sig. at .01 level
(CLC vs non-CLC, end of year 2)

TABLE VII

ITEM CLUSTERS IN EACH GENERAL OCCUPATIONAL AREA
OF THE GORDON OCCUPATIONAL CHECK LIST

Check List Area	No. of Items	Item Clusters
Business	48	1-8, 41-48, 81-88, 121-128, 161, 168, 201-208
Outdoor	24	9-16, 49-56, 89-96
Arts	24	129-136, 169-176, 209-216
Technology	96	17-32, 57-72, 97-112, 137-152, 177-192, 217-232
Service	48	33-40, 73-80, 113-120, 153-160, 193-200, 233-240

TABLE VIII

RELIABILITY COEFFICIENTS OF
GORDON OCCUPATIONAL CHECK LIST,
TWO ADMINISTRATIONS, ONE MONTH APART*

Check List Area	I	II	III	IV
Business				
Boys	.97	.79	.98	.68
Girls	.92	.85	.96	.91
Outdoor				
Boys	.89	.84	.94	.90
Girls	.83	.87	.99	.96
Arts				
Boys	.83	.77	.97	.91
Girls	.88	.81	.96	.96
Technology				
Boys	.90	.79	.97	.91
Girls	.75	.72	.99	.70
Service				
Boys	.76	.82	.97	.88
Girls	.85	.82	.96	.88
TOTAL				
Boys	.94	.81	.97	.89
Girls	.88	.82	.97	.89

*All reliability coefficients were estimated by the formula for overlapping elements.

I Number of items underlined in the two administrations.
II Identical items underlined in the two administrations.
III Identical responses--underlined, circled, or unmarked.
IV Items circled in the first administration that were underlined in the second administration.

student who will leave high school to enter the working force. It has been used successfully as low as the eighth grade.

Students in grades 7, 8, 9, and 12 in the project schools were administered the GOCL (pre-test) in November, 1973. Randomly selected classes in the same grades plus grade 10, were administered the GOCL a year later and also at the end of year two (1974-75) of TEPCE. At the end of year three (75-76), randomly selected classes of grades 9 and 11, both project and control, were tested with the GOCL. Table IX displays results of the GOCL administered to randomly selected classes of project students pretest and at the end of years two and three, in grades 7, 8, and 9.

The total Check List score is indicative of the breadth and supposedly the depth of interest a student has in various fields of work. If a student was extremely interested in only one field of work and had narrowed his/her choice to only one major task in that field, the score on the Check List might be as low as two. On the other hand, if a student had a wide variety of interests, none of which were narrowed to a decisive point, the score could be well over one hundred -- perhaps even higher. If a student were interested in no work at all, the score would be zero. Because the motivation for students' responses is largely unmeasured, the results must be used carefully.

For instance, students in grade seven may be reluctant to indicate their interests in a wide variety of occupations. It was one of the goals of the project to encourage exploration by students at the junior high school level. It was anticipated that post-tests administered at the end of year two would reveal an increase at this grade level, thus lending positive support to project activities to expand student awareness.

Table IX shows the continued increase in the mean GOCL scores of project students pre-test (grade 7 - 22.02) at the end of year two (grade 8 - 23.83), and at the end of year three (grade 9 - 28.08). These scores suggest that the project goal of encouraging exploration in a wide variety of occupations by students at the junior high level was attained. Scores could also indicate that project activities to expand student awareness of the wide variety of occupations had been successful. While t-test scores were not significant, a tendency toward significance is noted.

Total mean scores of project students in grades 9 and 11, at the end of year three of TEPCE, reflect a slight decline. (Table X) This could be anticipated, as students become more career conscious, and develop interests in a fewer number of areas, rather than a large variety of occupations. As students approach the end of their secondary education, they are beginning to narrow their career interests to a decisive point preparatory to entering the world of work. Results also indicate the ability of students to:

(1) demonstrate the ability to relate areas of career interests to his/her own interests, abilities, and values;

(2) demonstrate an awareness of the consequences of choosing a particular career area;

(3) use educational experiences to further understanding of and preparation for a chosen career area; and

TABLE IX

Mean Scores, N's, and S.D.'s by Variable on the G.O.C.L. by TEPCE Target Students in Grade 7 Pre-test and at the End of Years Two (Grade 8) & Three (Grade 9)

Variable	Mean			S.D.			N		
	1	2	3	1	2	3	1	2	3
Business	3.55	6.61	10.23	5.11	6.13	15.73	134	18	26
Outdoor	3.93	4.32	4.08	5.20	3.91	5.42	134	12	26
Arts	3.22	4.19	5.77	3.66	4.09	7.37	134	16	26
Technology	5.32	6.70	5.88	7.30	5.93	9.67	134	20	26
Service	5.97	6.95	12.62	5.70	6.18	13.57	134	21	26
Total	22.02	23.83	28.08	20.66	16.70	17.21	134	23	26

1 = Pre-test scores, grade 7 TEPCE Students

2 = Scores of grade 8 " " after 2 years of project participation

3 = Scores of grade 9 " " after 3 years of project participation

t-Test of 1 vs. 2 = .40

t-Test of 1 vs. 3 = 1.34

t-Test of 2 vs. 3 = .86

(4) base career choices on knowledge and understanding of personal interests, abilities, and values - all objectives of TEPCE.

Table X displays results of the GOCL administered to project students in grades 9 (pre-test), to randomly selected classes of project students in grade 9 after three years of TEPCE, and to grade 11 project students after three years of TEPCE.

Data from the GOCL which appeared in the 1974-75 Final Evaluation Report of TEPCE (5) showed an increase in total mean scores at grade levels 7, 8, and 12 following two years of participation by students in project activities. This was an indication that encouraging exploration of careers by junior high school students, a goal of TEPCE, was achieved.

Comparing total mean scores of students at the same grade level, one group having spent two years participating in project activities of TEPCE, showed an increase at every level (except grade 9) over the pre-test total mean. This was seen as evidence that project activities broadened the areas of student interest by encouraging their exploration in a wide variety of careers, another goal of TEPCE.

The GOCL was also administered to randomly selected classes of students in the control schools in Grades 7, 8, 9, and 12 during year two of TEPCE. Table XI permits comparison of control school students in grade 9 (pre-test) and control school students in grade 9 (post-test/end of year three). As reflected by the t-test, the groups appear to be virtually the same, with contamination showing very little, if at all.

GOCL Comparisons by Sex

Table XII provides a comparison by sex of GOCL total mean scores for TEPCE students in grades 7, 8, 9, and 12 (baseline), and following two and three years of project activities. The decrease in male total mean scores after two and three years of project participation was viewed as an indication that the project goal of assisting students to narrow their interests to a decisive point was being reached. Total mean scores for females increased at the end of year two. One conclusion was that they became aware of the variety of vocations available for females outside the home, thus expanding their awareness and were not as near, as were their male counterparts, to making a definite career decision. It was anticipated that results of testing at the end of year three of TEPCE would ascertain the correctness of this assumption. However, post test scores of females had begun to drop, lending credence to the conclusion that females too, had begun to narrow their career interests to a decision point.

Student Projective Activities

One section of the Check List provided a measure of student projective activities after completion of high school. The statement was:

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(5) Op cit; pp. 14 and 47-50.

TABLE X

Mean Scores, N's, and S.D.'s by Variable on the GOCL (1) by TEPCE Target Students in Grade 9 (pre-test), (2) in Grade 9 at the End of Year Three, and (3) Grade 11 (post-test) at the End of Year Three

Variable	Mean			S.D.			N		
	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
Business	7.68	7.74	5.62	8.33	9.95	1.93	375	26	12
Outdoor	4.78	5.66	3.07	4.90	4.27	1.67	375	26	12
Arts	4.86	4.62	5.13	5.98	5.4	5.24	375	26	12
Technology	9.08	6.2	8.45	12.14	9.18	6.7	375	26	12
Service	9.54	10.09	5.13	8.12	8.99	3.3	375	26	12
Total	36.83	28.08	27.75	30.65	17.21	17.33	375	26	12

t-Test of (1) vs. (3) = 1.00
t-Test of (1) vs. (2) = 1.46

TABLE XI

Mean Scores, N's, and S.D.'s by Variable on the GOCL by (1) Randomly Selected Classes of Control School Students (pre-test) in Grade 9, and (2) by Randomly Selected Classes of Control School Students (post-test, end of Year Three) in Grade 9

Variable	Mean		S.D.		N	
	(1)	(2)	(1)	(2)	(1)	(2)
Business	5.68	5.37	4.06	5.04	34	29
Outdoor	5.00	4.27	4.22	3.89	31	29
Arts	4.89	3.33	4.03	2.78	28	29
Technology	8.29	4.94	8.88	5.58	35	29
Service	6.95	6.19	4.58	4.21	41	29
Totals	24.65	23.67	20.11	13.70	43	29

t-Test of (1) vs. (2) = .23

TABLE XII

Means, S.D.'s, and N's on the GOCL for (1) Male Students in Grades 7, 8, 9 & 12 of TEPCE (baseline), (2) Male Students in Grades 8, 9, 10, & 12 of TEPCE After Two Years of Project Participation, and (3) Male Students in Grades 9 and 11 of TEPCE at End of Year Three

Variable	Mean			S.D.			N		
	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
Business	9.77	5.28	2.84	8.33	6.19	2.51	378	57	15
Outdoor	2.03	6.99	7.45	3.20	4.40	4.27	378	77	15
Arts	5.94	4.03	2.24	6.26	3.97	2.53	378	66	15
Technology	5.32	11.21	10.65	7.32	11.18	9.22	378	72	15
Service	10.68	7.13	3.38	7.40	5.87	4.35	378	79	15
Total	34.26	29.27	26.92	24.60	23.21	18.11	378	85	15

Means, S.D.'s, and N's on the GOCL for (1) Female Students in Grades 7, 8, 9, & 12 of TEPCE (baseline, (2) Female Students in Grades 8, 9, 10, & 12 of TEPCE After Two Years of Project Participation, and (3) Female Students in Grades 9 and 11 of TEPCE at End of Year Three

Variable	Mean			S.D.			N		
	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
Business	4.53	12.08	10.51	6.98	8.08	13.6	411	51	23
Outdoor	5.86	4.70	1.28	5.28	2.92	1.67	411	46	23
Arts	3.14	8.48	7.51	4.20	7.04	7.6	411	52	23
Technology	10.46	9.13	4.0	11.84	8.02	6.66	411	46	23
Service	6.52	13.33	11.04	7.09	7.49	8.92	411	57	23
Total	30.87	42.91	26.94	29.04	26.67	17.73	411	57	23

"After leaving high school, do you plan to obtain additional training or education in any of the following? (For each, check the choice that applies.)"

Technical, vocational or trade school	Yes__	No__	Undecided__
Junior College	Yes__	No__	Undecided__
Four-year college or university	Yes__	No__	Undecided__

Table XIII presents response by grade level for students in grades 7 and 9 of the TEPCE Project (baseline) and in grades 9 and 11 after three years (post-test). Comparing total baseline percentages of response to total post-test percentages of response reveals that interest in vocational or trade school increased slightly over the project life. The number of students undecided about such schools decreased substantially. Students continued to show little interest in junior college, and interest in a four-year institution decreased somewhat. These may be seen as indicators that the TEPCE goal of having students practice decision-making with respect to their careers was being reached; students were considering and subsequently eliminating certain career options.

Table XIV presents percentage responses by sex for TEPCE students 1) in grades 7, 8, 9, and 12 (baseline), 2) in grades 8, 9, 10, and 12 at the end of year two, and 3) in grades 9 and 11 (post-test) at the end of year three. Table XV displays percentages of response to the GOCL by sex and grade level for TEPCE students in grades 7-12 after two years of project participation and for students in grades 9 and 11 after three years of project activities. Table XVI presents percentage responses by sex and grade level for control school students in grade 7 and 9 (baseline) and grade 9 (post-test) at the end of year three. Interest by females in attending technical, vocational, or trade school fell after increasing at the end of year two. Female interest in such schools remained lower than that of males.

Female interest in attending a junior college remained higher than that of males. However both sexes were relatively disinterested in such programs. Slightly more males than females expressed interest in attending a four-year college or university following three years of TEPCE activities, but this was not consistent over the project life.

Table XV reveals that a larger percentage of project students (47.1) rejected technical, vocational, or trade school as an alternative following high school graduation than did at the project outset, (27.1) Table XIV, although this percentage was reduced to 31.6 at project's end. This might be interpreted to mean that having learned more about such schools, students did not see them as meeting their future occupational or educational needs. Control school students* rejected attendance at technical, vocational, or trade school by a larger percentage (30.7) than did target students initially, (27.1).** It was concluded that control group contamination was perhaps a factor in students beginning to understand the range, nature, and relatedness of many types of occupations -- a TEPCE goal -- and beginning to make decisions based on this information, another goal of TEPCE.

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* See Table X-4 of TEPCE Final Report, 1974-75.
** See Table X-1 of TEPCE Final Report, 1974-75.

TABLE XIII

Percentages of Response to Gordon Occupational Check List Future Activities Projected by Students in Grades 7 and 9 of the TEPCE Project (baseline) and for Project Students in Grades 9 and 11 after Three Years of Participation in TEPCE (post-test)

Response Item	Category of Response	GRADE 7 (baseline) N	Percentage of Response	GRADE 9 (Post) N	Percentage of Response	GRADE 9 (baseline) N	Percentage of Response	GRADE 11 (post) N	Percentage of Response	*TOTAL (baseline) N	Percentage of Response	TOTAL (post) N	Percentage of Response
Technical, Vocational or Trade School	No Response	31	23.1	8	30.8	79	21.1	3	25.0	181	22.9	11	28.9
	Yes	26	19.4	7	26.9	84	22.4	2	16.7	159	20.1	9	23.7
	No	39	29.1	7	26.9	99	30.1	5	41.7	214	27.1	12	31.6
	Undecided	38	28.4	4	15.4	113	30.1	2	16.7	236	29.9	6	15.8
	TOTAL	134	17.0	26		375	47.5	12				38	
Junior College	No Response	38	28.4	10	38.5	101	26.9	6	50.0	236	29.9	16	42.1
	Yes	15	11.2	2	7.7	22	5.9	0	0.0	47	5.9	2	5.3
	No	41	30.6	8	30.8	135	36.0	5	41.7	310	39.2	13	34.2
	Undecided	40	29.9	6	23.1	117	31.2	1	8.3	197	24.9	7	18.4
	TOTAL	134	17.0	26		375	47.5	12				38	
Four-year College or University	No Response	25	18.7	3	11.5	47	12.5	5	41.7	118	14.9	8	21.1
	Yes	46	34.3	8	30.8	140	37.3	4	33.3	298	37.7	12	31.6
	No	29	21.6	5	19.2	78	20.8	1	8.3	181	22.9	6	15.8
	Undecided	34	25.4	10	38.5	110	29.3	2	16.7	193	24.4	12	31.6
	TOTAL	134	17.0	26		375	47.5	12				38	

* Includes scores of 16 - 8th grade students and 265 - 12th grade students (project-baseline).

TABLE XIV

Percentages of Response to Gordon Occupational Check List Future Activities by (1) Male & Female Students, Grades 7, 8, 9, & 12 of the TEPCE (baseline, by (2) Male & Female Students, Grades 8, 9, 10, & 12 of the TEPCE, After Two Years of Project Participation, & by (3) Male & Female Students, Grades 9 & 11 of the TEPCE, After Three Years of Project Participation

Response Item	Response	MALE N			MALE Percentage of Response			FEMALE N			FEMALE Percentage of Response			Total N			Total Percentage of Response		
		(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
Technical, Vocational or Trade School	No Response	84	--	11	22.2	---	28.9	97	--	7	23.6	---	46.7	181	--	4	22.9	---	17.4
	Yes	84	7	9	22.2	24.2	23.7	74	4	2	18.0	21.0	13.3	159	11	7	20.1	22.9	30.4
	No	87	11	12	23.0	37.9	31.6	127	5	2	30.9	26.4	13.3	214	16	10	27.1	33.3	43.5
	Undecided	123	11	6	32.5	37.9	15.8	113	10	4	27.5	52.6	26.7	236	21	2	29.9	43.8	8.7
	TOTAL	378	29	38	47.8	60.4	---	411	19	15	52.0	39.6	100.0	---	48	23	---	100.0	100.0
Junior College	No Response	114	--	16	30.2	---	42.1	121	--	10	29.4	---	66.7	236	--	6	20.9	---	26.1
	Yes	24	0	2	6.3	0.0	5.3	23	1	1	5.6	6.2	6.7	47	1	2	5.9	2.5	8.7
	No	131	20	13	34.7	83.3	34.2	179	9	3	43.6	56.3	20.0	310	29	10	39.2	72.5	43.5
	Undecided	109	4	7	28.8	16.7	18.4	88	6	1	21.4	37.5	6.7	197	10	5	24.9	25.0	21.7
	TOTAL	378	24	38	47.8	60.0	---	411	16	15	52.0	40.0	100.0	---	40	23	---	100.0	100.0
Four-Year College or University	No Response	63	--	8	16.7	---	21.1	54	--	6	13.1	---	40.0	118	--	2	14.9	---	8.7
	Yes	130	10	12	34.4	31.2	31.6	168	4	4	40.9	21.0	26.7	298	14	8	37.7	27.4	34.8
	No	89	15	6	23.5	46.9	15.7	92	10	2	22.4	52.6	13.3	181	25	4	22.9	49.0	17.4
	Undecided	96	7	12	25.4	21.9	31.6	97	5	3	23.6	26.4	20.0	193	12	9	24.4	23.6	39.1
	TOTAL	378	32	38	47.8	62.8	1.00	411	19	15	52.0	37.2	100.0	---	51	23	---	100.0	100.0

TABLE XV

Percentages of Response to GOCL - Future Activities Projected by (1) Students in Grades 7, 8, 9, 10, 11, 12 of TEPCE after 2 Years of Project Participation and by (2) Students in Grades 9 & 11 of TEPCE after 3 Years of Project

Response Item	Category of Response	GRADE 7 M N	GRADE 7 M % of Resp.	GRADE 7 F N	GRADE 7 F % of Resp.	GRADE 8 M N	GRADE 8 M % of Resp.	GRADE 8 F N	GRADE 8 F % of Resp.	GRADE 9 M N	GRADE 9 M % of Resp.	GRADE 9 F N	GRADE 9 F % of Resp.	GRADE 10 M N	GRADE 10 M % of Resp.	GRADE 10 F N	GRADE 10 F % of Resp.	GRADE 11 M N	GRADE 11 M % of Resp.	GRADE 11 F N	GRADE 11 F % of Resp.	GRADE 12 M N	GRADE 12 M % of Resp.	GRADE 12 F N	GRADE 12 F % of Resp.	TOTAL N	TOTAL % of Resp.
(1)																											
Technical Vocational or Trade School	Yes	0	0.0	0	0.0	3	30.0	1	14.3	2	20.0	2	50.0	0	0.0	0	0.0	1	16.7	3	37.5	2	22.2	1	12.5	15	17.2
	No	5	71.4	4	100.0	4	40.0	2	28.6	4	40.0	0	0.0	6	85.7	5	71.4	3	50.0	2	25.0	3	33.3	3	37.5	41	47.1
	Undecided	2	28.6	0	0.0	3	30.0	4	57.1	4	40.0	2	50.0	1	14.3	2	28.6	2	33.3	3	37.5	4	44.4	4	50.0	31	35.6
	TOTAL	7	14.3	4	10.5	10	20.4	7	18.4	10	20.4	4	10.5	7	14.3	7	18.4	6	12.2	8	21.1	9	18.4	8	21.1	87	100.0
Junior College	Yes	3	25.0	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0	2	28.6	0	0.0	0	0.0	7	8.0
	No	5	41.7	2	33.3	8	100.0	1	16.7	7	87.5	2	66.7	3	33.3	2	28.6	2	22.2	4	57.1	5	62.5	6	85.7	47	54.0
	Undecided	4	33.3	4	66.7	0	0.0	4	66.7	1	12.5	1	33.3	6	66.7	4	57.1	4	66.7	1	14.3	3	37.5	1	14.3	33	37.9
	TOTAL	12	23.5	6	16.7	8	15.7	6	16.7	8	15.7	3	8.3	9	17.6	7	19.4	6	11.8	7	19.4	8	15.7	7	19.4	87	100.0
Four-Year College or University	Yes	14	77.8	8	80.0	5	41.7	1	16.7	4	33.3	0	0.0	6	66.7	8	88.9	8	66.7	5	45.5	1	12.5	3	30.0	63	52.5
	No	1	5.6	0	0.0	5	41.7	2	33.3	6	50.0	2	66.7	2	22.2	1	11.1	2	16.7	3	27.3	4	50.0	6	60.0	34	28.3
	Undecided	3	16.7	2	20.0	2	16.7	3	50.0	2	16.7	1	33.3	1	11.1	0	0.0	2	16.7	3	27.3	3	37.5	1	10.0	23	19.2
	TOTAL	18	25.4	10	20.4	12	16.9	6	12.2	12	16.9	3	6.1	9	12.7	9	18.4	12	16.9	11	22.4	8	11.3	10	20.4	120	100.0
(2)																											
Technical Vocational or Trade School	No Response									4	50	4	22.2					3	42.7	0	0					11	28.9
	Yes									0	0	7	38.9					2	28.6	0	0					9	23.7
	No									2	25	5	27.8					0	0	5	100					12	31.6
	Undecided									2	25	2	11.1					2	28.6	0	0					6	15.8
	TOTAL									8	100.0	18	100.0					7	100.0	5	100.0					38	100.0
Junior College	No Response									4	50.0	6	33.3					6	85.7	0	0					16	42.1
	Yes									0	0	2	11.1					1	14.3	0	0					3	7.9
	No									3	37.5	5	27.3					0	0	5	100.0					13	34.3
	Undecided									1	12.5	5	27.3					0	0	0	0					6	15.8
	TOTAL									8	100.0	18	100.0					7	100.0	5	100.0					38	100.0
Four-Year College or University	No Response									1	12.5	2	11.1					5	71.4	0	0					8	21.0
	Yes									4	50.0	4	22.2					0	0	4	80.0					12	31.6
	No									2	25.0	3	16.7					0	0	1	20.0					6	15.8
	Undecided									1	12.5	9	50.0					2	28.6	0	0					12	31.6
	TOTAL									8	100.0	18	100.0					7	100.0	5	100.0					38	100.0

TABLE XVI

Percentages of Response to GOCL - Future Activities Projected by Students in Grades 7 & 9 (Control Schools/Baseline) and by Students in Grade 9 at End of Year 3 (Control Schools/Post-Test)

Response Item	Category of Response	Grade 7 (baseline) M N	Grade 7 (baseline) M % of Resp.	Grade 7 (baseline) F N	Grade 7 (baseline) F % of Resp.	Grade 9 (control) M N	Grade 9 (control) M % of Resp.	Grade 9 (control) F N	Grade 9 (control) F % of Resp.	Grade 9 (Post-test/End Yr. 3) M N	Grade 9 (Post-test/End Yr. 3) M % of Resp.	Grade 9 (Post-test/End Yr. 3) F N	Grade 9 (Post-test/End Yr. 3) F % of Resp.	Post-test TOTAL N	Post-test TOTAL % of Resp.
Technical, Vocational or Trade School	No Response									2	14.3	4	26.7	6	20.7
	Yes	3	27.3	2	16.7	4	28.6	3	12.5	7	50.0	0	0.0	7	24.1
	No	3	27.3	5	41.7	7	50.0	2	8.3	3	21.4	5	33.3	8	27.6
	Undecided	5	45.5	5	41.7	3	21.4	19	79.2	2	14.3	6	40.0	8	27.6
	TOTAL	11	13.9	12	14.5	14	17.7	24	28.9	14	100.0	15	100.0	29	100.0
Junior College	No Response									5	35.7	4	26.7	9	31.0
	Yes	1	9.1	2	14.3	1	6.7	1	4.3	0	0.0	0	0.0	0	0.0
	No	6	54.5	5	35.7	10	66.7	13	56.5	8	57.1	4	26.7	12	41.4
	Undecided	4	36.4	7	50.0	4	26.7	9	39.1	1	7.1	7	46.7	8	27.6
	TOTAL	11	15.3	14	17.1	15	20.8	23	28.0	14	100.0	15	100.0	29	100.0
Four-Year College or University	No Response									3	21.4	0	0.0	3	10.3
	Yes	6	40.0	2	15.4	6	40.0	2	8.0	4	28.6	4	26.7	8	27.6
	No	5	33.3	6	46.2	7	46.7	8	32.0	6	42.9	4	26.7	10	34.5
	Undecided	4	26.7	5	38.5	2	13.2	15	60.0	1	7.1	7	46.7	8	27.6
	TOTAL	15	17.6	13	14.3	15	17.6	25	27.5	14	100.0	15	100.0	29	100.0

The percentage of students undecided about attendance at a technical, vocational, or trade school and at a junior college increased following two years of TEPCE activities but decreased at the end of year three. (Table XIV) This was considered an indication that students had their horizons broadened through project activities and were not ready to reject these two alternatives out-of-hand without further information and consideration, thus providing positive support that the project goal of students using their educational experiences to further their understanding of and preparation for a chosen career area was being reached. In other words, following two years of TEPCE activities, students conceivably might have learned enough, relative to technical, vocational or trade schools, and junior colleges, to be interested in them as further educational alternatives, but they were not ready to commit themselves until additional information was obtained or until a career decision was demanded. A sizeable number (22.9%) of "no response" answers were recorded early (baseline) but none were recorded at the end of the second year (post-test). One interpretation is that project students learned enough in two years to attempt to answer such career-oriented questions, whereas previously they would not do so. However, some "no response" answers appeared at the end of year three.

College as an Alternative

An increase in the percentage of students who reject junior college as an alternative after graduation from high school, as recorded following two years of participation in the project (Table XV: 54.0) is noted when compared to baseline results (Table XIII: 39.2). The rejection percentage of junior college was still high (34.3) at project end. It is supported by the data in Table XIV which shows an even larger rejection (72.5%). This may be viewed as evidence that students attained a project goal; demonstrating the ability to relate their areas of career interest to their own interests, abilities, and values.

After two years of participation in TEPCE activities, a greater percentage of students favored a 4-year college or university as an alternative (Table XV: 52.5) than they did previously (Table XIII: 37.7), thus lending additional support to the project goal stated in the previous paragraph. After three years of TEPCE (Table XV), the percentage of students favoring a 4-year university as 31.6%.

However, these results were clouded by Table XIV, which shows a drop to 27.4 from the baseline percentage of 37.7, after two years of project activities. Caution should be used in relying too heavily upon this information, since all students responded to the question post-test, whereas a sizeable number (14.9%) of "no response" was recorded in the baseline and the post-test data. Considering that the number "undecided" remained approximately the same on both tests, one could argue for the validity of the results. The response of students in control schools (baseline) to the same question, Table XVI, showed the rejection of college or university as a likely future activity, even though there was stronger interest exhibited in the four-year college or university than in the junior college.

Male-Female Response

Viewing the breakdown by sex revealed that female responses in the baseline data on the probability of pursuing technological training (Table XIV) were lower than responses of males. This might be suspected due to differing cultural expectations for males and females. However, Table XV showed mixed responses, with female interest at the 9th and 11th grade in technological training higher than that of males, after two years of project activities. Female interest at the 9th grade level in such training remained higher than males at end of year three. Having been exposed to women performing various jobs outside the home, as a result of TEPCE activities, would account in part for the increased interest by females in such training.

Revised Westbrook Occupational Maturity Scale

Students in elementary schools included in the TEPCE at grade levels four, five, and six were administered the Revised Westbrook Occupational Maturity Scale (Westbrook) in November, 1973. Control students, grades 4-7, were administered the Westbrook at the beginning of year two. Target students, grades 4-7, were tested at the end of years one and two of the project. At the end of year three, both project and control students, grades 5-8, were administered the Westbrook as a post-test.

The Westbrook was originally developed to include 120 items. The revisions included random assignment of the 120 items into six subtests of twenty items each. The reading level was revised to the fourth grade level. For the baseline data, students in grades four, five, and six of TEPCE target schools completed one of the six subtests following a random distribution technique. At the end of year two of TEPCE, students who had participated in project activities for two years and were not in grades 5, 6, and 7 were randomly selected by class and re-administered the Westbrook. Classes in grades 6, 7, and 8 were randomly selected and administered the Westbrook at the end of year three.

The mean Westbrook scores for grades 4, 5, and 6 (pre-test) increase correspondingly, as do those for grades 5, 6, and 7 and 6, 7, and 8 (post-test) as shown in Table XVII. This might simply indicate an increase in reading level of students in grades 4-7. However, allowing for increased reading level due to maturation, when comparing pre and post-tests, total mean scores increased at every grade level except the 8th following participation in project activities for two years. T-tests give values significant beyond the 0.01 level for all 3 grade levels, as indication that the probability of such results occurring by chance is less than one per hundred.

In the elementary grades, the goals and objectives of TEPCE were directed toward increased awareness of the general topic of careers. The increase in mean scores on the Westbrook, as indicated in Table XVII, gives positive support that target students became more aware of careers and that these project goals were achieved.

Table XVIII provides a comparison between mean scores (baseline) on the Westbrook for target and control students (pre-test) at grade levels 4, 5, 6 and 6, 7, and 8.

TABLE XVII

(1) Mean Scores for the Revised Westbrook Occupational Maturity Scale by Students in Grades 4, 5, and 6 of the TEPCE Project, by (2) Students in Grades 5, 6, and 7 of the TEPCE Project, Following Two Years of Participation in TEPCE Activities, and by (3) Students in Grades 6 and 7 of TEPCE, Following Three Years of Project Activities

(1) Pre-Test 1973 - Grade 4		(2) End of Two Years 1975 - Grade 5	(3) End of Three Years 1976 - Grade 6
Mean	6.03	10.23	11.00
Standard Deviation	3.67	4.69	4.67
N	223	22	21
(1) vs (2) (t = 5.83)**		(2) vs (3) (t = -.52)	(1) vs (3) (t = -5.92)**
1973 - Grade 5		1975 - Grade 6	1976 - Grade 7
Mean	7.77	10.78	11.87
Standard Deviation	3.96	4.17	4.37
N	227	51	34
(1) vs (2) (t = 4.54)**		(2) vs (3) (t = -.42)	(1) vs (3) (t = -4.87)**
1973 - Grade 6		1975 - Grade 7	1976 - Grade 8
Mean	10.96	16.75	13.12
Standard Deviation	4.82	20.00	4.6
N	206	20	25
(1) vs (2) (t = 3.51)**		(2) vs (3) (t = -2.04)*	(1) vs (3) (t = -2.04)*

* = Statistically significant at the .05 level of significance

** = Statistically significant at the .01 level of significance

TABLE XVIII

(1) Mean Scores and T-Tests for Revised Westbrook Occupational Maturity Scale by Project Students in Grades 4-6 (Pre-Test), by (2) Project Students in Grades 6-8 (Post-Test) After Three Years in TEPCE, by (3) Control Students in Grades 4-6 (Pre-Test), and by (4) Control Students in Grades 6-8 (Post-Test).

(1) Project Students 1973 - Grade 4		(2) Project Students 1976 - Grade 6	(3) Control Students 1975 - Grade 4	(4) Control Students 1976 - Grade 6
Mean	6.03	11.00	7.07	9.18
Standard Deviation	3.67	4.67	4.47	4.23
N	223	21	24	22
1 vs 3 (t = -1.25)		2 vs 4 (t = 1.29)	1 vs 2 (t = -5.92)**	
1973 - Grade 5		1976 - Grade 7	1975 - Grade 5	1976 - Grade 7
Mean	7.77	11.18	8.88	8.77
Standard Deviation	3.96	4.37	4.23	5.23
N	227	34	17	22
1 vs 3 (t = -1.11)		2 vs 4 (t = 1.79)*	1 vs 2 (t = -4.87)**	
1973 - Grade 6		1976 - Grade 8	1975 - Grade 6	1976 - Grade 8
Mean	10.92	13.12	11.00	12.72
Standard Deviation	4.82	4.6	5.53	4.7
N	206	25	26	29
1 vs 3 (t = -0.82)		2 vs 4 (t = .32)	1 vs 2 (t = -2.04)**	
1973 - Total		1976 - Total Project	1975 - Total Control	1976 - Total Control
Mean	8.08	11.07	9.28	10.3
Standard Deviation	4.41	4.39	4.79	5.01
N	656	104	95	123
1 vs 3 (t = -2.45)**		2 vs 4 (t = 3.90)**		

Note: While the total mean scores are statistically significant, they are artifact to the evaluation. Comparisons of project and control group students across grade levels support the null hypothesis that there are no statistically significant differences between project and control students.

* = Statistically significant at .05 level of significance
** = " " " .01 " " "

The total mean scores at grade levels 4, 5, and 6 were higher for the control schools than for the project schools. However, there was no statistical difference at either grade level, as reflected by T scores in Table XVIII. Examined together, a statistically significant difference between treatment and control group students was found at the 0.05 level. This might be interpreted to mean that the probability of these two groups occurring by chance is less than 5 in 100. However, one should note that previously mentioned contamination of control was summed in the total and could account for the statistically significant difference, wheras it failed to cause significance at individual grade levels. This contamination of control students is readily seen when control means (pre-test) are compared with control means at project end. Even allowing for natural maturation, which is expected to increase scores as students move through three years of elementary schooling, the scores increased considerably, due in part to control contamination.

Student growth in occupational maturity is shown dramatically in Table XVIII when Westbrook scores of project students pre-test are compared with scores of the same students post-test after three years of TEPCE activities. Significant increases occurred at every grade level, grades 6-8. These data provide strong evidence to support the conclusion that the increased occupational awareness goal of TEPCE elementary level students was reached.

Table XIX provides a comparison by sex and grade level of mean scores on the Westbrook. Scores of project students in grades 4-7 after two and three years of TEPCE participation may be compared with those of control students, grades 4-7, pre-test and at the end of year three of the project.

Contrary to the treatment schools, mean scores for females in the control schools (pre-test) were higher than those for males. This was counter to a cultural expectation; e.g., it is not as important for females to prepare for a place in the job market as it is for males, since females often marry and "stay home." It was not a stated objective of TEPCE to encourage females to prepare for employment outside of the home. Post-test data at the end of year three of TEPCE show that higher mean scores for control school females over males were consistant. One interpretation of this fact is that the "Womens' Lib" movement has had its impact, even in Appalachia, and females are responding to it. This has altered somewhat the traditional position that "a woman's place is in the home" and has created more female interest in the job market in areas heretofore exclusively male-oriented.

The previously mentioned contamination of control group students is also evident in Table XIX. Total Westbrook mean scores of control students pre-test (9.28) was 5.44 less than the total mean for the same students (14.72) at the project end. Total mean scores for treatment groups (grades 4-8) decreased, but not significantly, during year three of TEPCE.

Self-Observation Scale

The Self Observation Scale (SOS) was administered in January, 1975, to randomly selected classes of third and sixth grade pupils in project and control schools to collect pre-test data. At the end of the project, the SOS was administered to randomly selected classes of fourth and seventh grade pupils in project and control schools for post-test data.

TABLE XIX

(1) Mean Scores by Sex and Grade Level on the Revised Westbrook Occupational Maturity Scale for Project Students in Grades 4-7 After Two Years of TEPCE Participation, (2) Control Students (Pre-Test), (3) Project Students After Three Years of TEPCE Participation, and (4) Control Students at the End of Year Three of TEPCE (Post-Test)

Group /Sex	Mean				Standard Deviation				Number			
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Total Sample												
Female	10.74	9.75	10.71	11.3	4.66	4.56	4.75	4.77	57	51	47	61
Male	12.02	8.73	11.23	18.14	12.63	5.14	4.24	5.07	55	44	57	62
Total	11.37	9.28	10.97	14.72	9.43	4.79	4.41	4.92	112	95	104	123
Grade 4												
Female	8.02	7.77			3.72	4.02			8	13		
Male	8.19	6.18			2.63	5.00			11	11		
Total	8.58	7.04			3.06	4.47			19	24		
Grade 5												
Female	9.91	8.38	9.67	10.71	5.75	4.00	4.27	5.56	11	8	12	7
Male	10.55	9.33	8.00	7.92	3.59	4.61	3.57	5.55	11	9	12	12
Total	10.23	8.88	8.84	9.32	4.69	4.23	3.92	5.56	22	17	24	19
Grade 6												
Female	10.89	11.29	10.27	10.0	4.22	5.38	4.43	4.07	28	14	11	12
Male	10.65	10.67	11.80	8.2	4.21	5.91	5.01	4.42	23	12	10	10
Total	10.78	11.00	11.04	9.1	4.17	5.53	4.72	4.25	51	26	21	22
Grade 7												
Female	13.30	10.75	11.20	10.61	4.45	3.61	5.25	4.81	10	16	15	25
Male	20.20	9.60	11.16	8.79	28.25	4.22	3.69	5.77	10	10	19	26
Total	16.75	10.31	11.18	7.7	20.00	3.81	4.47	5.29	20	26	34	51
Grade 8												
Female			11.67	13.88			4.33	4.65			9	17
Male			13.94	11.36			4.67	4.55			16	14
Total			12.81	12.62			4.5	4.6			25	31

The following two sections briefly describe the Self-Observation Scale and its components at the primary and intermediate levels.

The Primary Level SOS

The SOS is a nationally normed, empirically validated, multi-dimensional instrument for measuring the way children perceived themselves (self-concept). The primary level SOS measures five dimensions of children's self concept. Each scale is labeled in a positive manner with high scores being most characteristic of the scale name. The scales are:

Scale I. Self Acceptance

Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance and general competence. They see themselves as being valued by peers, family, and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

Scale II. Social Maturity

Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play", "sharing", "perserverance", "helpfulness", and "generosity." Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate, or immature.

Scale III. School Affiliation

Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

Scale IV. Self Security

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

Scale V. Achievement Motivation

This is a special scale, relating achievement and ability to self concept. High scores indicate increased probability that the child will achieve well with relation to ability; low scores indicate increased probability that the child will not achieve as well as might be expected on the basis of his ability. This scale is considered to be experimental; we recommend that its use for individual assessment be deferred pending the results of our current program of confirmatory analyses.

The Intermediate Level SOS

The intermediate level SOS measures eight dimensions of self concept. Each scale is labeled in a positive manner with high scores being most characteristic of the scale name. The scales are:

Scale I. Self Acceptance (Same as before, Number I, Primary)

Scale II. Self Security (Same as Number IV, Primary)

Scale III. Social Maturity (See Number II, Primary)

Scale IV. Social Confidence

Children with high scores on this scale feel confident of their ability to relate successfully in social situations. They feel conficent that they can make friends easily, and that they are valued and enjoyed by their friends. Children with low scores have difficulty making friends, do not feel valued by others and see other people as being more socially adept than themselves.

Scale V. School Affiliation (See Number III, Primary)

Scale IV. Teacher Affiliation

Children with high scores on this scale like their teachers. They see the teacher as helpful, attentive, understanding and generous. Children with low scores see the teacher as arbitrary, inconsiderate of children, and/or as a source of emotional pain.

Scale VII. Peer Affiliation

Children with high scores on this scale consider their relationships with other children to be both of high quality and of considerable importance to them. They see themselves as approved and valued by their peers. They like to be with other children. Children with low scores do not see their peer relationships as an asset. They see other children as unfriendly, they have few friends, and do not accept the responsibilities of friendship easily.

Scale VIII. Achievement Motivation (See Number V, Primary)

Interpreting the SOS

One of the TEPCE objectives was that students demonstrate a positive self-concept. A comparison of pre and post-test data reveals that project students seemed to develop their self-concepts as a result of participation in the TEPCE activities, particularly at the intermediate level.

Tables XX through XXIII display results of administering the SOS to third and sixth grade project and control students (pre-test) and to fourth and seventh grade project and control students (post-test).

Results of primary level pre-testing with the SOS (Table XX) revealed that project schools had the highest average percentages in the areas of

TABLE XX

AVERAGE T SCORES AND AVERAGE PERCENTILE OF THE SELF OBSERVATION SCALE OF ELEMENTARY SCHOOL PROJECT AND CONTROL STUDENTS

(SOS ELEMENTARY)

SCALES/SCHOOLS		AVERAGE T SCORE	DEVIATION	NUMBER	PERCENTILE	TOTAL AVG. T SCORES
I. SELF ACCEPTANCE						
*1	Highland School	1 51.80	8.22	25	58.52	Proj. 51.97
2	Glenwood School	2 53.72	7.29	32	62.63	Cont. 53.07
3	Chuckey School (14)	3 55.52	5.87	25	69.40	
4	Chuckey School (17)	4 49.97	7.62	30	50.80	
*5	Sunnyside School	5 48.97	9.36	30	48.13	
*6	St. James School	6 52.91	6.44	11	59.45	
*7	Andrew Johnson School	7 54.18	8.92	17	63.41	
	TOTAL	52.19	8.03	170	58.25	
II. SOCIAL MATURITY						
*1		1 57.60	4.06	25	69.28	Proj. 53.56
2		2 53.47	8.35	32	55.84	Cont. 54.25
3		3 56.28	6.93	25	64.60	
4		4 54.80	6.27	30	58.20	
*5		5 49.37	12.28	30	45.10	
*6		6 53.45	10.81	11	56.09	
*7		7 53.82	6.78	17	54.76	
	TOTAL	54.04	8.52	170	57.54	
III. SCHOOL AFFILIATION						
*1		1 54.44	6.99	25	66.36	Proj. 51.36
2		2 52.25	9.09	32	59.47	Cont. 49.24
3		3 55.20	6.83	25	68.32	
4		4 40.27	11.55	30	26.53	
*5		5 52.50	9.78	30	62.20	
*6		6 45.45	12.68	11	41.64	
*7		7 53.06	10.03	17	63.82	
	TOTAL	50.58	10.72	170	55.74	
IV. SELF SECURITY						
*1		1 50.60	8.59	25	52.60	Proj. 53.08
2		2 50.91	9.07	32	52.97	Cont. 51.71
3		3 51.80	7.29	25	56.20	
4		4 52.43	6.88	30	58.37	
*5		5 47.73	10.72	30	45.33	
*6		6 55.27	6.65	11	67.82	
*7		7 58.71	4.31	17	78.88	
	TOTAL	51.76	8.62	170	56.55	
V. ACHIEVEMENT MOTIVATION						
*1		1 45.72	8.47	25	48.40	Proj. 51.43
2		2 48.22	10.59	32	47.13	Cont. 49.02
3		3 52.60	8.65	25	59.28	
4		4 46.23	11.66	30	40.27	
*5		5 51.70	7.42	30	55.80	
*6		6 55.55	8.30	11	65.18	
*7		7 52.76	8.00	17	59.12	
	TOTAL	50.28	9.57	170	51.79	

* = Project Schools

school affiliation, self-security, and achievement motivation. Control schools had the highest average percentages in the areas of self-acceptance and social maturity. Such results might have been anticipated due to the somewhat more urban environment of project schools when compared with control schools.

Table XXI shows results of intermediate level testing with the SOS. Social maturity, social confidence, and achievement motivation where the areas where the average percentages of project school students exceeded those of the controls. The average percentages of control school students were higher than those of project school students in the areas of self-acceptance, self-security, school affiliation, teacher affiliation, and peer affiliation.

As Table XXII indicates, at the end of year three of TEPCE, control student average scores on the SOS surpassed those of project students in 3 of 4 areas at the elementary level (3rd grade). At the intermediate level (7th grade) at project termination, as shown in Table XXIII, project student average scores exceeded those of control students in all areas except self-security. This may be interpreted to mean that, despite contamination of control as previously described, the hands-on activities of TEPCE at the intermediate grade levels assisted in the improvement of student self-concept.

The Tennessee Self-Concept Scales (TSCS)

Although not discussed in the initial design, it was decided to assess any self-concept gains/losses in the high school to balance the elementary and intermediate SOS measurements. The TSCS was chosen as the instrument for the high school assessment.

The TSCS pretest was given to randomly selected classes of eleventh grade youngsters in January, 1975 as follows:

Project Schools: N = 51 and N = 46; total 97
Control Schools: N = 31

The post-test for each group, also randomly selected classes was given to twelth grade students in May, 1976 as follows:

Project Schools: N = 30
Control Schools: N = 102

The scores on the "Total" (the only scale reported) in this analysis were as follows:

	N	MEAN		S.D.	Test Date	Grade
Pretest						
Control	31	318.387		41.92	Jan.	11
Project a	51	328.863	318.082	37.96	1975	
Project b	45	306.130		39.47		
Posttest						
Control	102	325.931		40.53	May	12
Project	30	321.033		42.30	1976	

TABLE XXI

AVERAGE T SCORES AND AVERAGE PERCENTILE OF THE SELF OBSERVATION SCALE OF INTERMEDIATE SCHOOL PROJECT AND CONTROL STUDENTS

(SOS) INTERMEDIATE

SCALES/SCHOOL		AVERAGE T SCORE	STANDARD DEVIATION	NUMBER	AVERAGE PERCENTILE	TOTAL AVG. T SCORES
I. SELF ACCEPTANCE						
1	Greeneville Middle *	1 50.59	9.25	57	54.93	Proj.-50.95
2	Chuckey (4)	2 51.76	8.79	55	58.35	Cont.-52.5
3	Glenwood	3 53.23	7.94	30	60.83	
	TOTAL	51.75	8.79	142	57.50	
II. SELF SECURITY						
1		1 49.28	7.35	57	47.75	Proj.-49.28
2		2 51.87	10.54	55	56.87	Cont.-50.77
3		3 49.67	10.40	30	50.43	
	TOTAL	50.37	9.37	142	51.85	
III. SOCIAL MATURITY						
1		1 52.79	7.32	57	60.33	Proj.-52.79
2		2 50.22	9.05	55	53.55	Cont.-50.48
3		3 50.73	11.20	30	55.43	
	TOTAL	51.36	8.94	142	56.67	
IV. SOCIAL CONFIDENCE						
1		1 53.51	9.21	57	62.54	Proj.-53.51
2		2 48.62	9.44	55	46.58	Cont.-50.9
3	TOTAL	3 53.17	8.20	30	60.10	
		51.54	9.33	142	55.85	
V. SCHOOL AFFILIATION						
1		1 47.28	11.13	57	43.05	Proj.-47.28
2		2 46.78	11.42	55	41.91	Cont.-47.94
3		3 49.10	9.79	30	46.73	
	TOTAL	47.47	10.94	142	43.39	
VI. TEACHER AFFILIATION						
1		1 49.79	10.53	57	54.46	Proj.-49.79
2		2 47.07	11.17	55	46.31	Cont.-49.94
3		3 52.80	8.23	30	62.07	
	TOTAL	49.37	10.51	142	52.91	
VII. PEER AFFILIATION						
1		1 50.61	8.12	57	53.89	Proj.-50.61
2		2 52.85	8.93	55	61.62	Cont.-53.08
3		3 53.30	8.12	30	61.57	
	TOTAL	52.05	8.47	142	58.51	
VIII. ACHIEVEMENT MOTIVATION						
1		1 49.44	5.48	57	48.14	Proj.-49.44
2		2 49.45	7.67	55	49.22	Cont.-49.29
3		3 49.13	3.47	30	46.73	
	TOTAL	49.38	6.08	142	48.26	

* = Project Schools

TABLE XXII

Average T Scores and Average Percentile Scores on the Self-Observation Scale of Elementary Level Project and Control Students at End of Year Three of TEPCE - (SOS Elementary)

Scales/School	Average T Score	Standard Deviation	N	Average Percentile
I. Self-Acceptance				
Project Students	49.32	4.91	25	47.64
Control Students	52.48	5.58	29	58.9
TOTAL	51.02	5.47	54	53.69
II. Social Maturity				
Project Students	50.56	6.12	25	25.52
Control Students	48.17	6.05	29	17.86
TOTAL	49.28	6.15	54	21.41
III. School Affiliation				
Project Students	49.56	3.44	25	48.44
Control Students	50.59	4.68	29	51.83
TOTAL	50.11	4.15	54	50.26
IV. Self Security				
Project Students	49.72	5.65	25	48.80
Control Students	52.14	6.13	29	57.14
TOTAL	50.02	5.99	54	53.28
V. Achievement Motivation				
Project Students	——— NOT AVAILABLE ———			
Control Students				
TOTAL				

TABLE XXIII

Average T Scores and Average Percentile Scores on the Self-Observation Scale of *Intermediate Level* Project and Control students at End of Year Three of TEPCE - (SOS Intermediate)

Scales/School	Average T Score	Standard Deviation	N	Average Percentile
I. Self Acceptance				
Project Students	51.98	4.55	75	57.66
Control Students	51.89	4.5	63	57.43
TOTAL	52.04	4.63	138	57.89
II. Self Security				
Project Students	47.22	5.21	75	40.12
Control Students	50.79	4.15	63	52.61
TOTAL	49.03	5.38	138	46.52
III. Social Maturity				
Project Students	50.24	5.96	75	50.25
Control Students	47.85	4.88	63	41.98
TOTAL	49.39	5.84	138	47.34
IV. Social Confidence				
Project Students	51.5	5.16	75	55.28
Control Students	49.72	4.96	63	49.25
TOTAL	50.78	5.47	138	52.86
V. School Affiliation				
Project Students	52.14	6.58	75	58.34
Control Students	50.91	6.56	63	53.91
TOTAL	51.38	6.94	138	55.64
VI. Teacher Affiliation				
Project Students	51.29	5.95	75	55.47
Control Students	50.51	5.24	63	52.44
TOTAL	50.92	5.82	138	54.16
VII. Peer Affiliation				
Project Students	50.96	5.79	75	53.25
Control Students	50.83	4.59	63	52.86
TOTAL	50.85	5.82	138	52.89
VIII. Achievement Motivation				
Project Students	——— Not Available in 1976 ———			
Control Students				
TOTAL				

Inspection of the data indicates that there were no substantive changes. This was not unexpected. Prior research shows that self concept is relatively stable without long term and intense intervention. The national norm for the TSCS is approximately 325. This Greeneville-Greene County group was near the national norm.

The Community Learning Center of TEPCE

One portion of TEPCE which is deserving of further elaboration is the Community Learning Center (CLC). Its aim is to assist students in discovering careers suited to their individual abilities, interests, and values. Centers are located in South Greene and Greeneville High Schools, and more than one-hundred sites in the communities have served students. Interest in the concept once kindled has consistently grown.

The CLC program is open to juniors and seniors. Each student may elect to observe in either one, two, three or four career areas. The student receives one vocational credit for his observation. There is no pay involved for the student, which in itself is noteworthy.

Parents must give their permission before a student may participate in the program. Students and parents are also responsible for providing transportation to and from observation point and for the student's safety to, from, and during the observation.

The CLC program experience is not confined to the job information and skill development which the student acquires while he is observing. Each student has a supervising teacher who helps him or her develop desirable attitudes about the personal, psychological, social, and economic significance of work, as well as assisting him in developing self-awareness and in matching his interests and abilities against a possible or a potential career.

The implementation and development of the CLC are in two phases. These two phases are the orientation and counseling phase, and the placement and consulting phase.

The orientation phase lasts for approximately two weeks and consumes about twelve hours. It starts when the student contacts the supervising teacher and concludes when the student is ready for placement. The placement stage starts after orientation and lasts from seven or nine weeks to eight or nine months, depending upon the interest of the student and teacher satisfaction with the placement.

The orientation phase is developed in the following way. The student is encouraged to see himself or herself in a positive self concept role. This enhances his/her whole world, making life happier and more fruitful and more beneficial to others.

After the self concept disucssions, an attempt is made to determine the student's interests. The student is made aware of the importance of interests to life. Interests are divided into the following classifications: outdoor, mechanical, computational, scientific, persuasive, artistic,

literary, musical, social service, and clerical. The student is encouraged to choose four of these interests that appeal most and to pick three that appeal the least. A list of these interest choices is kept.

The next step deals with values. Values are divided into: adventure, wealth, power, security, solitude, cooperation, leadership, dependence, knowledge, helping others, frame, change, and religion. The student is asked to choose four values that have the greatest appeal and three values that have the least appeal.

The conference then turns to abilities. Abilities are divided into: scholastic, verbal, and quantitive. In the discussion of abilities the question is asked: "What is the value of knowing about abilities in predicting success in careers?" This question is designed to help the student decide upon a career that fits his/her abilities. After the abilities conference, the student completes the Personal Data Sheet and the Basic Information Career Sheet. These sheets are designed to help the student select a career area that matches abilities, interests, and values. When the career is tentatively chosen, he/she determines the proper occupational level (professional, managerial, semi-professional, skilled, semi-skilled, or unskilled). With a career classified as to occupational level and general career cluster, the discussion turns to motivation. The question is asked, "What part does motivation play in a person's climbing the occupational ladder?" This question is designed to emphasize the importance of motivation upon the chosen career. The student is then taken through the CLC Project Guidelines, "Desirable Personality Characteristics of a Community Learning Center Student," the "Agreement Form" used between parent and school, the "Agreement Form" involving employer, parent and student, and the evaluative tool used as a student progress report. After these phases and stages, the student is ready for placement and observation.

The placement stage involves the securing of a site for observing in the chosen career. If the career is law, then the office of a lawyer is contacted, and the program explained and placement for the student sought. If the lawyer is obliging, then the forms mentioned above would be signed and the student placed there for five or six hours a week, according to the guidelines previously given. The student during this observation period visits with the supervising teacher for counseling at least once a week. The supervising teacher checks with the placement area often enough to determine student progress. This placement could be changed at the end of nine weeks, or if success were being experienced this placement might continue.

The CLC program is designed to fit the Greeneville-Greene County area, but this approach could be readily adapted to fit the needs of other communities. The CLC as conceptualized in Greeneville and Greene-County schools is successful (Note Table XI). Perhaps more important than test results is what has occurred in the schools and communities as a consequence of CLC activities. Parents, schools, and the community work together in this project to the benefit of the students. Business, industry, and the public institutions cooperate to provide students the opportunity to participate in and to learn about chosen careers.

Written, check-list evaluations of the CLC concept in Greeneville and Greene County over a two year period have consistently reflected the interest of students, parents, teachers, and the community in the idea. Much credit must go to the enthusiastic leadership provided by TEPCE staff and the CLC directors.

The esteem in which the CLC concept is held by students, teachers, and the community may be seen in responses made to evaluators when the question was posed as to the future of TEPCE after termination of federal funds. The CLC was the segment of TEPCE mentioned most often as deserving of retention, even if increased local support was demanded.

TEPCE Program Audit of Dr. John Reynolds

The BERS evaluators have been extremely close to TEPCE during its total operation. For this and several other reasons it was decided that it would be beneficial to ask an outsider to visit the project and to do a general, somewhat open-ended audit or evaluation. Dr. John Reynolds was chosen for this purpose. Dr. Reynolds has served on the University faculty and as Assistant Dean at Appalachian State University, and currently is Superintendent of Reidsville, North Carolina, City Schools, a school system similar in size and other demographic factors to Greeneville. His experience as a University professor and a public school administrator was seen as a useful factor.

Dr. Reynolds spent 3 days in the Greeneville-Greene County systems near the end of year three of the project. During that time he visited teachers, administrators, project personnel, students, and others in the community. He developed a brief, narrative summary of his findings. Those findings appear in Appendix C. Basically, this was seen as a "program audit" attempt to verify and amplify the observations and findings of the formal evaluation team.

Dr. Reynolds subjective audit of program efforts supports the three-year evaluation of BERS. Basically, Dr. Reynolds saw a lively, interesting program that was doing things differently, and well.

SUMMARY

The Tennessee Exemplary Project in Career Education (TEPCE) operated for three years in the Greeneville and Greene County, Tennessee Schools, terminating at the end of school year 1975-76. The Bureau of Educational Research and Service (BERS) at the University of Tennessee, Knoxville, served as third-party evaluator during this period.

Results of student testing of some ninety-five project and control groups, utilizing the Crites Maturity Inventory (CMI), the Crites Competence Maturity Inventory (CCMI), the Gordon Occupational Check List (GOCL), the Tennessee Self-Concept Scale (TSCS), the Self-Observation Scale (SOS), and the Revised Westbrook Occupational Maturity Test, were mixed, as anticipated, but primarily were positive. Mean scores on the CMI, the CCMI, and the Gordon showed generally positive increases pre and post-test (when compared to control groups), but SOS results were mixed.

Subjective evaluation of TEPCE by teachers, administrators, students, and community were very positive. So positive were interviews by evaluators with these groups, that criticism of any element of TEPCE was difficult to locate. This may be attributed to the enthusiastic leadership provided to the project by Mr. Gary Haaby and his excellent staff. It also reflects favorably upon the community reaction to the project, the receptivity of teachers to new ideas in career education and upon their willingness to adopt innovations resulting in changed teaching styles.

Aside from start-up delays and usual difficulties, TEPCE did make a significant impact upon the lives of students, teachers, administrators, and the communities of Greeneville City and Greene County Schools as indicated by objective and subjective evaluations.

The lack of clear-cut "significant differences" could have been predicted. Self concepts, for example, are slow to change and need intense treatments for change. On the other hand, TEPCE offered training for staff, opportunities for staff growth through travel and program planning, a focal point for community involvement (especially the Community Learning Center), and most important, TEPCE provided some opportunities and experiences for students that otherwise would not have been available. The general trend toward positive gains was impressive. Activity and interest generated by the project were considerable. (a simple tally of field trips, new materials, and community involvement shows the extent of project-related new experiences.) In these ways, and using such indicators, TEPCE must be considered a success.

APPENDICES

APPENDIX A

TEPCE PROJECT AND CONTROL SCHOOLS
Total Number of Students by Schools

Greeneville Middle School

Grades 6-8 = 783

Greeneville High School

Grades 9-12 = 946

**Camp Creek

Grades K-8 = 341

**DeBusk School

Grades K-8 = 351

Eastview School

Grades K-5 = 385

Highland

Grades 1-5 = 241

Tusculum View

Grades K-5 = 290

*Chuckey Elementary

Grades K-8 = 491

**South Greene High

Grades 9-12 = 663

**Cedar Creek

Grades K-8 = 216

**St James

Grades 1-8 = 141

*Chuckey-Doak High School

Grades 9-12 = 444

Andrew Johnson

Grades 3-5 & SMR = 210

Crescent

Grades K-2 = 240

**Greystone

Grades K-8 = 135

**Sunnyside

Grades K-8 = 256

*Glenwood School

Grades K-8 = 241

* = Control Schools (County)

** = Greene County Project Schools

No mark = Greeneville City Project Schools

APPENDIX B

TEPCE Test Data Schedule

Test No.	Date	Test	Grade	Mean	N	St. Dev.	Classification Project	Control	Pre	Post	Only
1	11-73	CMI	8	29.1	146	6.1	x		x		
2	11-73	CMI	9	31.4	374	5.8	x		x		
3	11-73	CMI	12	33.4	93	6.2	x		x		
4	11-73	CMI	12	36.6	172	4.7	x		x		
5	11-73	CCMI	10		58		x		x		
			Self Act.	13.6	30	2.6					
				11.0	28	4.0					
			Occ. Diff.	16.9	30	2.8					
				12.6	28	4.3					
			Goal Sel.	14.4	30	2.2					
				10.9	28	3.3					
			Plng.	14.7	30	3.2					
				11.2	28	4.4					
			Prob. Solv.	10.5	30	2.9					
				8.6	28	3.4					
6	11-73	GOCL	7	22.02	134	20.66	x		x		
7	11-73	GOCL	8	19.19	16	39.45	x		x		
8	11-73	GOCL	9	36.83	375	30.65	x		x		
9	11-73	GOCL	12	32.42	265	22.50	x		x		
10	11-73	Westbrook (by male/female)	4	6.03	223	3.67	x		x		
11	11-73	Westbrook	5	7.77	227	3.96	x		x		
12	11-73	Westbrook	6	10.92	206	4.82	x		x		

5 — 30 Greenville + 28 S. Greene = 58 Total of Test No. 5 — Total figures listed under Test No. 5

TEPCE Test Data Schedule

Test No.	Date	Test	Grade	Mean	N	St. Dev.	Classification Project	Control	Pre	Post	Only
13	5-74	CMI	10	36.7	9	6.4	x			x	
14	5-74	CMI	11	41.6	3	1.5	x				
15	5-74	CMI	12	37.4	11	3.9	x			x	
				38.2	5	5.4	x			x	
*	*	*	*	*	*	*	*	*	*	*	*
16	1-75	SOS (Self Act. & 4 others)	3	58.52	25	8.22	x		x		
17	1-75	SOS	3	62.63	32	7.29		x	x		
18	1-75	SOS	3	69.40	25	5.87		x	x		
19	1-75	SOS	3	50.80	30	7.62		x	x		
20	1-75	SOS	3	48.13	30	9.36	x		x		
21	1-75	SOS	3	59.45	11	6.44	x		x		
22	1-75	SOS	3	63.41	17	8.92	x		x		
23	1-75	SOS (Self Act. & 7 others)	6	54.93	57	9.25	x		x		
24	1-75	SOS	6	58.35	55	8.79		x	x		
25	1-75	SOS	6	60.83	30	7.94		x	x		
26	1-75	TSCS (S. Greene and Greeneville High School)	11				x		x		
27	1-75	TSCS (Chucky Doak)	11					x	x		
28	1-75	CMI	7	29.19	26	5.41		x	x		
29	1-75	CMI	8	29.38	32	5.17		x	x		
30	1-75	CMI	9	31.86	58	5.49		x	x		
31	1-75	CMI	10	33.20	55	5.62		x	x		
32	1-75	CMI	12	35.72	40	5.23		x	x		
*	*	*	*	*	*	*	*	*	*	*	*

TEPCE Test Data Schedule

Test No.	Date	Test	Grade	Mean	N	St. Dev.	Classification: Project	Control	Pre	Post	Only
33	1-75	GOCL	7	49.87	30	47.42		x	x		
34	1-75	GOCL	8	39.45	31	28.94		x	x		
35	1-75	GOCL	9	24.65	43	20.11		x	x		
36	1-75	GOCL	10	33.26	54	27.42		x	x		
37	1-75	GOCL	12	35.59	37	23.42		x	x		
38	1-75	Westbrook (by male/female	4	7.04	24	4.47		x	x		
39	1-75	Westbrook	5	8.88	17	4.23		x	x		
40	1-75	Westbrook	6	11.00	26	5.53		x	x		
41	1-75	Westbrook	7	10.31	26	3.81		x	x		
*	*	*	*	*	*	*	*	*	*	*	*
42	5-75	CMI	7	31.90	20	4.28	x		x		
43	5-75	CMI	8	31.08	37	4.88	x				x
44	5-75	CMI	9	33.87	23	4.18	x			x	
45	5-75	CMI	10	35.21	19	3.95	x			x	
46	5-75	CMI	11	35.10	20	4.29	x			x	
47	5-75	CMI	12	35.04	23	4.63	x			x	
48	5-75	CCMI (Self Act. & 4 others	10	13.43	42	2.54	x			x	
49	5-75	CCMI	11	14.75	72	3.02	x			x	
50	5-75	CCMI	12	14.62	55-Non-CLC	3.55	x			x	
51	5-75	GOCL	7	29.74	35	23.71	x			x	
52	5-75	GOCL	8	23.83	23	16.70	x			x	
53	5-75	GOCL	9	33.22	18	23.03	x			x	
54	5-75	GOCL	10	37.66	18	26.58	x			x	

TEPCE Test Data Schedule

Test No.	Date	Test	Grade	Mean	N	St. Dev.	Classification Project	Control	Pre	Post	Only
55	5-75	GOCL	12	48.90	21	31.47	x			x	
56	5-75	Westbrook (by male/female)	4	8.58	19	3.06	x			x	
57	5-75	Westbrook	5	10.23	22	4.69	x			x	
58	5-75	Westbrook	6	10.78	51	4.17	x			x	
59	5-75	Westbrook	7	16.75	20	20.00	x			x	
60	5-76	CMI	8		25		x			x	
61	5-76	CMI	8		26			x		x	
62	5-76	CMI	9		26			x		x	
63	5-76	CMI	10		59		x			x	
64	5-76	CMI	10		19		x			x	
65	5-76	CMI	11		49			x		x	
66	5-76	CMI	11		25		x			x	
67	5-76	CMI	12		38			x		x	
68	5-76	CCMI	11		27		x			x	
69	5-76	CCMI	12		26		x			x	
70	5-76	CCMI	12		32		x			x	
71	5-76	CCMI	CLC/SGHS		30		x			x	
72	5-76	CCMI	CLC/GHS		16		x			x	
73	5-76	SOS	4		29			x		x	
74	5-76	SOS	4		32			x		x	
75	5-76	SOS	4		25		x			x	

TEPCE Test Data Schedule

Test No.	Date	Test	Grade	Mean	N	St. Dev.	Classification: Project	Control	Pre	Post	Only
76	5-76	SOS	7		29			x		x	
77	5-76	SOS	7		28			x		x	
78	5-76	SOS	7		50		x			x	
79	5-76	GOCL	9		26		x			x	
80	5-76	GOCL	9		29			x		x	
81	5-76	GOCL	11		12		x			x	
82	5-76	Westbrook	5		19			x		x	
83	5-76	Westbrook	5		24		x			x	
84	5-76	Westbrook	6		21		x			x	
85	5-76	Westbrook	6		22			x		x	
86	5-76	Westbrook	7		22			x		x	
87	5-76	Westbrook	7		34		x			x	
88	5-76	Westbrook	7		29			x		x	
89	5-76	Westbrook	8		31			x		x	
90	5-76	Westbrook	8		25		x			x	
91	1-75	TSCS	11(GHS)		51		x		x		
92	1-75	TSCS	11(SGHS)		46		x		x		
93	1-75	TSCS	11(CDHS)		31			x	x		
94	5-76	TSCS	12(CDHS)		30			x		x	
95	5-76	TSCS	12(GHS & SGHS)		102		x			x	

APPENDIX C

Program Audit by Dr. John Reynolds

I. Questions asked concerning the career awareness program currently being sponsored through OE and the Greeneville City Schools and Greene County Schools of upper East Tennessee.

II. Narrative about discussion, observation and information gathering process used by this observer on April 21, 22, and 23, 1976.

* * * * * * * * * * * * * * *

I. (1) What means other than self-concept instruments and other objective measures have been applied to exact information that could give a measure of success to this project?

(2) In a rural, culturally singular community such as Greene County, how are students prepared for the sociological and cultural shock they might be faced with upon leaving the region for education or employment?

(3) Who decides what experiences or exposures students will have in regard to careers?

(4) What is done to break down the general concept that the public traditionally has about vocational training?

(5) How is career education integrated into the regular curriculum?

(6) Do you have more success in the integration in elementary or high school?

(7) How do "academicians" feel about this invasion of their "academic freedom"?

(8) What will happen when Federal funds are withdrawn?

(9) Has there been a "carry over" of interest from original awareness to field trips and hands on placement?

II. On Wednesday I met with TEPCE Director Gary Haaby and received a brief overview of the program, its funding source, and its basic format. Also I renewed an old acquaintence in Dr. Robert McElrath, Superintendent of Greeneville City Schools, and we discussed the program from his point of view. Gary Haaby and I then went to St. James Elementary School where we visited the principal and one of his teachers, who seemed to be the primary force behind the career education program, as conceived and functioning in this school. The school and community had a rural charm and resembled a throw back into another time in another place. The teacher was very positive about the program and the awareness opportunities that it was providing for her students. The students, too, were very enthusiastic about their experiences in "hands on" activities, such as silk screening, toy making, etc. The field trip activities also seemed to provide a meaningful experience to these young students from a relatively isolated area.

We next ventured "down the road" to South Greene High School. We were greeted first by the principal who reminded me of "someone". I then was introduced to one woman of a team of two "who do everything" in the school dealing with career education (and probably everything else). She informed me that she had every child in the school at one time or another and that her "thing" was to teach an introductory course as part of her English curriculum. She does this by planning units of activities and experiences. I asked her if she had any units I might look at, and she informed that they were all stored away in her head, but assured me they would be transposed to paper as soon as she had time. This teacher also informed me that the principal of this school was a "supreme intellect" and made all curriculum decisions concerning the school. Further she stated that they would be going into mini-courses next year, but she didn't quite know what courses would be offered and how they would be organized. This was because their principal had not as yet decided.

This ended the first day of activities.

The second day I met with Ted Beach, John Ray, and Gary Haaby and we went first to Camp Creek School, where we visited with a delightful and enthusiastic young lady with somewhat of a cosmopolitan background. We discussed with her how she enjoyed the program and what she saw as its strengths and weaknesses. She maintained a very strong belief that the organization of students for business endeavors, the hands on development of things for sale, and the travel activities had provided tremendous experiences for these students. We also were introduced to the principal, who seemed to be very supportive of the staff and the program.

On Thrusday afternoon Gary Haaby and I went to a cabinet shop on the Irwin highway were students were taking a field trip. Also there was present a television filming crew from WSJK-TV, Channel 2 in Johnson City. The experience of industrial field trips is not by any means new, but it is perhaps not a medium utilized nearly as much as it should be. These young people were enjoying the experience, and the adults were enjoying performing for the young people. Think of the psychological reinforcement going on in this situation!

Friday morning I visited with students. Some seemed genuinely interested and aware of the business world and what might be available to them. Others felt that they needed more information about specifics, and that the program as it was designed did not allow them the real intricacies of experiences they felt were necessary. They felt like watching and exposure was great, but more depth was needed.

In answer to question number one, I was informed that there was very little of a concrete affective nature by which students were being evaluated. They were, however, collecting considerable data from on the job experiences and through questionnaires about experiences and exposures. Also self-concept instruments and values clarification instruments were being applied.

The answer to question two seemed to be that these students are not in any way being socialized in a way to prepare them for their advent into all aspects of adult society. Racial experiences are de facto in nature, as there are approximately 8% black students in the city and 3% in the county schools.

The answer to question three seems to be the teachers and administrators. Few community advisory groups are utilized, and more important, there was a lack of student advisory groups. (Perhaps more was being done than I perceived).

The answer to question four seemed to be that the people of this region pretty much leave educational decisions to the educators. This is usual nationwide, but perhaps not so much in rural areas.

The answer to question five was, at most, as individual as the number of teachers involved and, to my mind, this is as it should be. Basically, the idea seems to be to make curriculum exploit career possibilities (for example, the teaching of math on a practical commercial basis, or the teaching of English from a consumer point of view). The formula is associating careers and curriculum at every opportunity and, when applicable, offering "hands on" experiences.

The answer to number six was elementary schools. This seems to stem from the flexibility of the elementary teacher as opposed to the academically oriented secondary teacher.

Number seven relates to number six. The image of vocational education suffers more in the eyes of secondary teachers than in elementary.

In answer to number eight it seems that it will depend greatly on the commitment of individual teachers; some will and some won't. Also, it must be recognized that traditionally most good teachers in all phases of the curriculum have been exposing students to career awareness and hence providing career education. This will continue as long as we have good teachers.

In answer to number nine most teachers and administrators assured me that carryover from awareness to experience was obvious.

I was impressed enough with this program, its direction under Gary Haaby, and its support by the administrators, to direct some of my staff to visit the program in the near future. The beauty of this program is that with minimal funds they have touched a large audience with meaningful experiences.

GREENEVILLE CITY SCHOOL SYSTEM
GREENEVILLE, TENNESSEE

SCHOOLS	GRADES	TEACHERS	COUNSE-LORS	PARA-PROFESS-IONAL	TOTAL STUDENTS	STUDENTS BY GRADE	BLACK	WHITE	OTHER	SOCIO-ECONOMIC LEVEL-ESEA TITLE I	PERCEN STUDENTS VED BY PR
Crescent	K-2	14	0	7	286	K-100 1-93 2-93	35	251	0	33.72%	100%
Andrew Johnson	3-6	23	0	2	349	3-95 5-84 4-83 6-87	57	292	0	31.46%	100%
Tusculum View	K-6	22	0	5	373	K-25 3-50 6-66 1-50 4-67 2-49 5-66	7	366	0	7.88%	100%
East View	K-6	22	0	0	398	K-25 3-60 6-72 1-61 4-64 2-59 5-57	0	398	0	5.12%	100% By 9/7
Highland	1-6	19	0	0	330	1-54 3-53 5-52 2-74 4-46 6-51	28	302	0	51.30%	100% By 9/7
Greeneville Jr. High	7-9	40	1	2	734	7-229 9-254 8-251	48	684	2	22.34%	100%
Greeneville Sr. High	10-12	42	2	1	702	10-258 12-197 11-247	66	636	0	13.06%	100%
TOTALS	K-12	182	3	17	3172		241	2929	2		100%

TOTAL CITY ENROLLMENT 3172
PERCENT OF STUDENTS INVOLVED IN PROJECT 100%

PERCENT OF STUDENTS INVOLVED IN PROJECT BY YEAR
1973-74 77.05%
1974-75 100%
1975-76 100%

APPENDIX B

GREENE COUNTY SCHOOLS
SOUTH GREENE FEEDER SYSTEM

SCHOOLS	GRADES	TEACHERS	COUNSE-LORS	PARA-PROFESS-IONAL	TOTAL STUDENTS	STUDENTS BY GRADE	BLACK	WHITE	OTHER	SOCIO-ECONOMIC LEVEL-ESEA TITLE I	PERCENT OF STUDENTS SERVED BY PROJ
DeBusk	K-8	16	0	0	364	K-23 3-53 6-29 1-54 4-30 7-42 2-42 5-43 8-47	7	357	0	34.20%	100%
Sunnyside	K-8	9	0	2	200	K-23 3-28 6-21 1-21 4-30 7-19 2-21 5-21 8-16	1	199	0	34.20%	100%
Camp Creek	K-8	15	0	1	329	K-18 3-34 6-51 1-42 4-34 7-47 2-32 5-34 8-37	0	329	0	43.40%	100%
St. James	K-8	9	0	1	182	K-21 3-25 6-22 1-20 4-22 7-28 2-14 5-11 8-19	0	182	0	34.40%	100%
Greystone	1-8	6	0	0	137	1-16 4-22 7-19 2-16 5-20 8-14 3-19 6-11	0	137	0	35.40%	100%
Cedar Creek	1-8	5	0	0	161	1-18 4-22 7-15 2-18 5-22 8-17 3-27 6-22	3	158	0	35.70%	100%
South Greene High School	9-12	33	1	2	674	9-191 11-147 10-189 12-147	3	671	0	34.20%	100%
TOTALS	K-12	93	1	6	2046		14	2032	0		100%

TOTAL COUNTY ENROLLMENT 7170
PERCENT OF STUDENTS INVOLVED IN THE PROJECT 28.53%

42

APPENDIX C

LIST OF EQUIPMENT ON
ELEMENTARY EXPERIENCE CARTS*

1	Saber Saw
1	3/8" Drill
1	Circular Saw
2	Cross Cut Saws
4	Coping Saws
1	Hack Saw
4	Hammers
1	Brace and Bit
2	Tri Squares
1	Block Plane
1	Set Screw Drivers
1	Belt Sander
1	Router
1	Level
1	Set Wrenches
1	Framing Square
1	Vice Grip Pliers
1	Miter Box
2	Pairs Pliers
1	Set Wood Chisels
	Assorted Paint Brushes
1	Portable Drill Press
1	Extension Cord
1	Wood Working Vise
	Assorted "C" Clamps
6	Rulers
2	Yard Sticks

*This list represents a sample of the tools available on each cart. Specific schools have equipment suited to their particular programs and may vary according to need.

APPENDIX D

CAREER INFORMATION CENTER MATERIAL LIST
Greeneville High School

Books

Harter	Your Career In Unusual Occupations
Splaven	Your Career If You'r Not Going to College
Splaven	Nontraditional Careers For Women
Cross	A Job with A Future In Computers
Evers	Your Future in Exotic Occupations
Arnold	Editing the Yearbook
Ward	Creative Writing
Shaff	The Critical Review
Rhodin	Newspapermen: An Introduction to Journalism
Medlin	Planning Your Yearbook
Swope	Opportunities in Veterinary Medicine
Halary	Survival in The World of Work
Liston	On the Job Training & Where to Get It
Holden	Art Career Guide
Norton	On the Job
Beitz	Creating the Future
Bird	The Case Against College
Sud	Saturday's Child
Lembeck	Teenage Jobs
Armstrong	Management Careers for Women
Gray	Every Woman's Guide to College
Stone	Viewing Your Career
Coyne	By Hand: A Guide to Schools & Career in Crafts
Mitchell	I Can Be Anything
Goldenthal	The Teenage Imployment Guide
Hooken	Me & Jobs (2 copies)
Career Opp-ortunities	Ecology, Conservation and Invironmental Controls
Morton	The 1975-76 Airline Guide to Stewardess & Steward Careers
Wischnitzer	Barrons Guide to Medical, Dental and Allied Health Science Careers
Lovejoy	Career & Vocational School Guide
Schools Council working paper 40	Career Education in the 1970's
Schools Council Curriculum Bul-letin 3	Changes in School Science Teaching
Speaven	Paraprofessions
Splaven	Nontrationald Careers for Women
Medsger	Women at Work
Hecht	Alternatives to College
Haimes	Helping Others
Groniman	Exploring the Industries
Reddick	The Mass Media and The School Newspaper
Holloway	Transportation
Holloway	Communications
Holloway	Marketing
Holloway	Food & Lodging Services

Consumer Education	How to Shop Wisely-Becoming a Responsible Consumer
New York Times	Buying Quality on a Budget
New York Times	Becoming a Responsible Consumer & Buying Quality On a Budget
New York Times	Finding a Place to Live
New York Times	Shopping For A Car
New York Times	Managing Your Money-Living Within Your Means
New York Times	Making Your Money Work
New York Times	Planning Your Financial Future
New York Times	Recognizing Fraud, Quackery & Deception
Gadd	Layouts That Work
Pathescope Ed. Films	Careers in Health Services
"	Careers Training Through the Armed Services
"	Careers in Electronics
"	Careers in Conservation
"	Careers in Journalism
"	Careers in Food Services
"	Careers in Public Utilities
"	Careers in Textiles & Fashion
"	Careers in Agriculture
"	Careers in Computers
"	Non-Traditional Careers for Women
"	A Career in Education
"	Careers in Law Enforcement
"	Careers in Repair Work
"	Careers in Business Skills
"	Careers in Graphic Arts
"	Careers in Transportation
"	Careers in Banking & Insurance
"	Careers in Beauty & Fitness
"	CAreers in Government Services
"	Careers in Social Work
"	Careers in Auto Service & Repair
"	A Career in Construction
"	Careers in Business Administration
"	Careers in Sales
"	A Career in Engineering
"	Careers in Leisure Time Industry
"	Careers in Nursing
"	Careers in Show Business
"	Careers in Community Services
Guidance Associates	Jobs for High School Students
"	What to Expect at College
"	Choosing Your Career
"	Marijuana: What Can You Believe
"	What You Should Know Before You Go to Work
"	The Changing Work Ethics
"	College? It's Up To Your
"	Who Can Help You
"	Setting Goals
"	Jobs & Gender
"	Somebody's Cheating
"	Your Job Interview
"	Jobs for High School Students
"	Why Work At All

Guidance Associates	Improving Your Study Skills
"	Job Attitudes: Liking Your Job & Your Life
"	Career Values: What Really Matters to You
"	Finding & Getting a Job
Long film-slide Service	County Government
Creative Visuals	Finding & Holding a Job
Popular Science Pub. Co.	Salaried Worker or Self-Employed
Denayer Geppert	So You Want a Summer Job
Creative Learning	Better Business Dealings with the Public
Eye Gate	The ABC's of Getting & Keeping a Job
Changing Times Edu. Service	Hire and Employment Agency to Find You a Job?
Aids, Inc.	The Modern Craftsman
Instructional Film Bureau	Job Application Letter and Resume
Educational Dimensions Corp.	Careers in the World of Computers
Popular Science Pub. Co.	Volunteer Work
International Film Bureau	Do's and Don'ts During the Interview
Filmstrip of the Month Club	Marriage & Careers
Popular Science Audio-Visual Inc.	Civil Service Jobs
Clark	Your Future as a Librarian

Books

Clark	Your Future as a Librarian
Walch	Library Careers
McKay	Librarians Wanted
Wallace	So You Want To Be a Librarian
Schaleben	Your Future in Journalism
Genmill	Do You Belong in Journalism?
Krosnez	Careers and Opportunities in International Services
Winter	Your Future in Jobs Abroad
Keefe	The Teenager & the Interview
Brown	After College...Junior College...Military Service... What?
Rolsch	Money, Jobs and Future
Hooper	The Complete Peace Corps Guide
Boynton	Your Future in Banking
Walck	Careers in Natural Resource Conservation
Gammage	Your Future in Law Enforcement
Colly	Special Forces
Du Pre	So You Want To Be a Professional Officer
MacCloskey	How to Qualify For the Service Academics
"	Reserve Officer Training Corps
Burrowes	Your Future in the Navy
U.S. News & World Report	People Helping People
Liston	Your Future in Law Enforcement
Broderick	Your Place in T.V.
Burt	Your Vocational Adventure
Cooper	A Woman's Guide to Part-Time Jobs
Davey	Everyday Occupations
Ferrari	Careers For You
Kitson	Vocations for Boys
MacGibbon	Fitting Yourself For Business
Maule	Exectuve Careers for Women
Murray	Sky Girl

Books

New York Life Insurance Co.	Guide to Career Information
Parades	You & The Next Decade
Parades	Dollars For You
"	From High School to a Job
"	Never Too Young To Earn
Pollack	Careers & Opportunities in Science (2)
Scott	Cues for Careers
Gelings	So You Want to Be a Teacher
Engeman	Airline Stewardess
Walck	Careers with Foreign Languages
Nourse	So You Want To be a Physicist
Pollack	Your Career in Physics
Esterer	Your Career in Chemistry
Boyd	Your Career in Oceanology
Berry	Your Future in Meterology
Walck	Careers in the Biological Sciences
Bleich	Your Career in Medicine
Mills	Opportunities in Osteopathic Medicine
Greenberg	So You Want To Be a Dentist
Neal	Your Career in Engineering
Neal	Your Career in Electronics
Walck	Careers in Airline Operations
Taylor	Your Future in the Automative Industry
Harrison	Find a Career in Auto Mechanics
Ely	Your Future in Aerospace Technology
Binder	Careers in Space
Spencer	Exciting Careers for Home Economists
Boyd	Your Careers in the Aerospace Industry
Hansburg	Your Future in Forrestry
Phillips	Home Economics Careers for You
Paris	Your Future as a Home Economist
American Dieticians Assoc.	Your Future as a Dietician
Sonnabend	Your Future in Hotel Management
Hodnette	So You Want To Go Into Industry
Noyes	Your Future as a Secretary
Walck	Secretarial Careers
Pond	Your Future in Personell Work
Kaplan	Careers in Department Store Merchandizing
Scott	Your Future in Retailing (2)
Boland	Career Opportunities in Advertising
MacGil	Your Career in Modeling
Brigeleisen	Careers & Opportunities in Commerical Art
Kasper	Careers in the building Trades
Brur	Your Future in Interior Design
Hopke	Encyclopedia of Careers & Vocational Guidance Vol. 1 & 2
Hopke	Encyclopedia of Careers & Vocational Guidance (revised)
U.S. Dept. of Labor	Occupational Outlook Handbook 1972-73
Sprecher	High School Guide to Federal Jobs
	Career Opportunties: Agriculture, Forestry, oceanographic Tech.
	" " Marketing Business & Office Specialist
	" " Community Service & Related Specialists
	" " Engineering Technicians
	" " Health Technicians

Careers	Desk Top Career Kit
SRA	Career Information Kit
	Career World Magazine

*If Duplication of Titles Occurs, Two Copies are in Collection.

APPENDIX E

DIRECTED CAREER TRAINING PROGRAM

The Greene County-Greeneville Career Education Project will sponsor a Directed Career Training Program during the month of June, 1974.

PURPOSE:	The purpose of this training is to prepare for an entry level job, to prepare for a better job, or to upgrade present skills.
WHO IS ELIGIBLE:	High School seniors, dropouts, and anyone who wishes to upgrade present employment skills.
WHERE:	Greeneville-Greene County Vocational School
DATE:	June 3 - June 28, 1974
ATTENDANCE:	Students will attend 6 hours a day for 4 weeks as indicated below.
TUITION:	None. Students will be responsible for their transportation, lunch, and some school supplies; but there will be no charge for attendance.
TIME SCHEDULE:	Monday through Friday; 8:30 a.m. -11:30 a.m. and 12:30 p.m. - 3:30 p.m.

Any student who plans to attend should complete the following, detach it and give it to the school guidance counselor no later than May 15, 1974.

NAME:_____ PHONE_____
Last First Middle

ADDRESS_____

GRADE (Next Year)_____ SCHOOL_____

Check the course you prefer:

Motor Tune-Up _____ Typing_____

Auto Body Repair_____ Bookkeeping_____

Other_____

3 Courses To Be Offered By Career Education Project

The Greene County-Greeneville Career Education Project will sponsor a Directed Career Training Program from June 3 to June 28 for any resident of Greene County who needs training for an entry level job, needs to upgrade present job skills or need to prepare for a more suitable job.

The program is designed to serve approximately sixty people from our community on a first come-first serve basis. Several applications have already been received for the three courses offered which are: (1) Motor Tune-Up, (2) Auto Body Repair, and (3) Bookkeeping-Typing.

The deadline for registration is May 31, 1974, so interested persons should apply immediately before quotas are filled.

Students will attend classes six hours a day for four weeks Monday through Friday from 8:30 A.M. - 11:30 A.M. and 12:30 P.M. - 3:30 P.M.

Tution is free but students will

Continued on Page 6

Starts on Page 1

be responsible for their transportation and lunch.

After completion of this training program students will be awarded a certificate from the Greeneville-Greene County Area Vocational School showing the number of hours of training completed.

Job placement will also be available to those who successfully complete their course of study.

All interested persons should apply to Dexter Walters, Guidance Counselor at the Greeneville-Greene County Area Vocational School (639-4117) or to Bill Calkin, Placement Coordinator, at the Career Education Office (638-5481).

APPENDIX F

REACTIONS TO THE PROGRAM

I am a 1975 graduate of South Greene High School. I was enrolled in the Vocational Orientation Program for one year. In this program I was able to determine what I would like to do as my career. As I go out on different observations, I soon found out what I would like to do. When I started my observations I wanted to become a secretary. My first observation was as secretary to Dr. Kelley, Optometrist. There I did filing patient index cards, answered the phone and met the public. I was placed there for six weeks. After being there, I decided that this wasn't really what I wanted to do as a secretary. Then I was placed with Tennessee Farmers Mutual Insurance Company which consisted of filing, typing, adjuster's dictation, making copies of files for attorneys and filing accident reports in folders. During my observation there I realized that this was one of the types of work I enjoyed doing, and I was placed there for seven months while also doing an observation at Laughlin Memorial Hospital as an admission clerk. There I would go around to the different floors and pick up the admission slips and type the patient admission index cards, filing copies of reports for insurance companies' requests. I was placed there for six weeks. I enjoyed working there and the last day I was there they asked me if I wanted a full-time job, so I accepted the job. By having this program I was able to determine what I really wanted to be as a secretary. I was employed at Laughlin Memorial Hospital, my third observation site, as a full time employee. Then, I was asked to come back to Tennessee Farmers Mutual Insurance Company, my second observation, as a full-time employee, which I accepted. I am planning on this as my career to this day.
(Vickie Franklin)

(Continued)

My name is Pam Bowers and I wish to tell you about my experiences in the Community Learning Center at South Greene. After studying several booklets, books and filmstrips about getting to know one's self and much occupational information, I made a choice to observe in Nursing. After having taken orientation in Health Occupation at the Vocational School, I went to a local hospital for observation two mornings a week. My first day was a hassle, everything was new. However, the RN was glad to help in every way. Everyday started the same. We would go into the reporting room and hear how each patient got along during the night. After that we took bloodpressures, pulses, and temperatures. Then comes breakfast which is fun. We give out the trays and in twenty minutes we pick them up and report whether or not the patient ate well. Then it is time to make the beds. Boy, after all that training we got on bed making, it didn't help much when it came to making the bed with a live body in it. The Community Learning Center has really helped me in selecting a career. I haven't made up my mind if I want to be a nurse or not, but I am getting to know all that is involved and soon I will feel like I am making wise decisions. I really think all schools should provide a community learning center for its students. There is just no better way to learn what is involved in a job than to be a part of it.

I am Dr. Dale Brown, Jr., and I have been active in helping with the Community Learning Center Program. We have participated for two years and we feel that students that have come to our office have benefited as well as we have. We hope that this program will continue in the future. We think it is an excellent opportunity for the young people in the school system to get away from the school system long enough to find out what their general interests are. The response that we have gotten from the students has been very favorable and also what response we have gotten from the faculty at South Greene where we have participated has been excellent. The supervision of the program seems to be more than adequate. The students seem to like Mrs. McCamey real well, who has come by and supervised the program

and set this program up in our office. It is a graded program. In other words the students are graded from time to time on their participation and all of the students we have had have been excellent and we have given them a favorable report. This is a program which we hope will continue and even get more involvement from the schools, the parents, and the faculty.

My daughter, Jean Anne, was a participant in the Community Learning Program during the 1975-1976 school year. The experience was invaluable. She learned so very much about careers, how to choose them, and how to prepare for a career. She became adjusted to working with people, an experience which was new to her. I was so pleased with her increased ability to make decisions and to accept responsibility for her actions. She definitely developed a more positive self-image as she learned to recognize her interests and aptitudes. I highly recommend the program. (Mrs. Hal Neas)

CHECK ONE:
New_____
Change____

Community Learning Center Observation Agreement

PLACEMENT INFORMATION

Student-Learner's home address_____ Phone #_____

Male____ Female ___ Grade ____ Date of Birth _____

Age last birthday _____ Family doctor _____

In case of emergency contact _____ Phone #_____

Date entered vocational orientation program _____

Date student started at observation site _____

Vocational co-ordinator _____ Address _____ Phone #___

Contact person _____ Address _____ Phone #_____

Time for stuoent-vocation orientational guidance _____

OBSERVATION SCHEDULE

Day	Observation Time	Travel Time	Total Time(Hrs)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

TOTAL_____

We the undersigned, understand and agree that vocational orientation is a program that offers high school credit for which certain requirements must be met. The student must be exposed to the world of work by observation. This observation time should be approximately 5 hours per week. The student is not in this program for pay, but for the opportunity of learning. The student is to furnish his own transportation to and from the observation site. At the observation site he is to obey the rules and regulations of that firm or business. This program is in no way to interfere with the other courses of study undertaken by the undersigned student. This agreement is for a

semester's duration, but may be changed or terminated by the undersigned in agreement. If there is a change, then a new contract can be drawn up.

Parent or Guardian _____

School Principal _____

Business or Firm _____

Student-Learner _____

Teacher-Co-ordinator _____

Date of Approval _____

Community Learning Center Program
Instructor Guidelines

1973-1974 School Year

In order to expedite the program more effectively and to meet federal requirements, each teacher in the Community Learning Center Program is requested to review and to implement the following:

A. Class load

1. Each instructor will build to a maximum enrollment of eight students per class period. An instructor may be assigned one, two, three or more periods, thereby having a possible total of more than eight students. (Ideally, this will mean exactly eight pupils per period, but because of scheduling difficulties there may be instances in which there could be fewer one period but more another; however, the total is not to exceed eight pupils times the number of teacher-assigned periods.)

B. Duties

1. Each instructor will be responsible for having the student complete the "Orientation Requirements." Specifically this includes activities related to the following:

   a. Community Learning Center Program Initiated at Two Local High Schools
   b. Letter to Community Learning Center Program Students
   c. Community Learning Center Program Guidelines
   d. Basic Information
   e. Personal Data Sheet
   f. Desirable Characteristics of a Community Learning Center Program Student
   g. Employer Expectations of a Community Learning Center Program Student
   h. Parent's Permission and Waiver Form
   i. Vocational Orientation
   j. Evaluative-Student-Observer Sheet

2. The contact of the employer-whether by student or staff member or both-is left to the discretion of the staff member. However, before

a student is placed, the staff member must meet with the employer and discuss guidelines of the Community Learning Center Program, etc.

3. The instructor should arrange to contact each employer at least weekly to evaluate the progress of student. Also, make the employer feel free to contact the staff members at any time he feels there is a need for doing so.

4. The student's schedule should be arranged so that at least once per month the student will report to his supervising teacher rather than to the observation site. This time is to be reserved for individual or group sessions evaluating the Community Learning Center Program experiences - good and bad. (The teacher may request this be done more frequently if the need arises.)

5. Each staff member is requested to accept the responsibility for assisting in the recruiting of students until the total enrollment reaches forty students.

6. Each instructor is requested to join hands with the student and employer in making this a most worthwhile experience for all involved.

7. Each staff member is requested to call upon the coordinator or project director for assistance with any problems. (They likewise enjoy hearing the good experiences, also.)

8. Each instructor is requested to complete the weekly activities or progress sheet. Please list the Community Learning Center Program activities you have engaged in each day, making comments when appropriate. These will be picked up each Monday morning. A copy will be made for the principal's office. The original will be read by the coordinator and/or project director. It will then be filed for the Third Party Evaluator's use.

FINDING ONE'S SELF THROUGH CAREER EDUCATION

"THE CHOICE IS YOURS"

I. Learning about self
   - A. Physical development
   - B. Mental development
   - C. Emotional development
   - D. Vocational development
   - E. Hierarchy of needs and values
   - F. Personal interests - major and minor
   - G. Abilities - scholastic, verbal, computational
   - H. Development of a positive self-concept
   - I. Use of leisure time
   - J. Ability to make wise decisions or options
   - K. Ability to change or cope
   - L. Ability to accept responsibility

II. Learning about the world of work
   - A. Knowledge about careers
     1. Clusters or job families
     2. Levels within clusters or families
     3. Requirements for entry into careers
     4. School as a part of career training
     5. Importance of change in career opportunities
     6. Inter-personal relationships and their crucial importance in career development
   - B. Knowledge about the economic world
     1. Profits, earnings, fringe benefits
     2. Unions, strikes
     3. Budgeting and wise use of wages or salaries

III. Learning to integrate self and the world of work
   - A. Learning to choose careers that integrate one's interests, values, and abilities
   - B. Learn options or choices available
     1. Short term and long term results of each
   - C. Relationship between motivation, ambition, and success
   - D. Importance of remaining in a fluid state
   - E. Advantage of "hands on" experience wherever possible
   - F. Perfecting communication skills
     1. Interviews, applications, telephone etiquette, practice of common courtesy, etc.

IV. Planning for meeting objectives
   - A. Plan ahead at every level.
   - B. Choose a course of study that permits choice or options.
   - C. Aim high.
   - D. Plan to have a salable skill at end of twelfth grade regardless of further educational plans.
   - E. Begin now.

DEVELOPMENTAL LEVELS IMPORTANT TO CAREER EDUCATION (SECONDARY LEVEL)

"THE CHOICE IS YOURS"

*Hierarchy of Values	Phases	Training Levels
Self-actualization	Placement	Professional
Esteem needs	Preparation (grades 9-12)	Semi-Professional
Belonging and love needs	Exploration (grades 7-8)	Skilled-technical
Safety needs	Awareness (grades K-6)	Semi-skilled
Physiological needs		Unskilled

Tasks of Vocational Development	Levels of Communication
Contemplating a productive life (70+)	Literary
Maintaining a productive life (40-70)	Standard English formal
Becoming a productive person (25-40)	Standard English informal
Acquiring identity as a worker (15-25)	Homely
Acquiring the basic habits of industry (10-15)	Illiterate
Identification with a worker (5-10)	

READING LEVELS

Analysis and extended meaning
Interpretation - main idea, relationships, conclusion, inference
Translation - simple rewording, paraphrasing
Literal meaning - who, what, where, when

** Interests	**Values	Principal Developmental Tasks of Adolescence
Outdoor	Security	Starting a family
Literary	Adventure	Preparing for marriage and selecting a mate
Scientific	Wealth	Getting started in an occupation
Social Service	Power	Selecting and preparing for an occupation
Computational	Solitude	Achieving assurance of possible economic
Artistic	Cooperation	independence
Musical	Leadership	Achieving emotional independence of parents and
Mechanical	Dependence	other adults
Persuasive	Knowledge	Acquiring a set of values and an ethical
Clerical	Helping Others	system as a guide to behavior
	Fame	Achieving a masculine and feminine social role
		Achieving new and more mature relations with
		age mates of both sexes

* - A "must" in dealing with development of positive "self-concept" and in dealing with "prestige" factor in careers.

** - These items are developmental only in the eyes of the individual. There can be no hierarchy except as they relate to the individual.

PERSONAL DATA SHEET

A. An Evaluation of My Personal Qualities:	Good	Average	Poor
1. Cooperate with others	____	____	____
2. Am prompt and punctual	____	____	____
3. Have ideas and imagination	____	____	____
4. Work by myself	____	____	____
5. Make decisions by myself	____	____	____
6. Assume responsibility for others	____	____	____
7. Have art or artistic ability	____	____	____
8. Follow suggestions cheerfully and willingly	____	____	____
9. Am willing to try new methods	____	____	____
10. Can meet people	____	____	____
11. Can take orders from others	____	____	____
12. Can plan and organize activities	____	____	____
13. Have leadership ability	____	____	____
14. Display poise and self-control	____	____	____

B. Strengths and Weaknesses in My Scholastic Record:

Mathematics _____	English_____	Sciences_____
For. Lang. _____	Ind. Arts___	Business_____
Social Studies___	Voc. Ind.___	Music_____
Home Econ._____	Phy. Ed.____	Speech_____

C. Vocational Interest:

Outdoor_____	Artistic_____
Mechanical_____	Literary_____
Computational_____	Musical_____
Scientific_____	Social Service_____
Persuasive_____	Clerical_____

D. Community Activities and School Organizations in which I Participate:

_____ _____

_____ _____

E. My Feelings and Personal Behavior:	Good	Average	Poor
1. Display good sportsmanship	____	____	____
2. Respect the property of others	____	____	____
3. Am safety-minded	____	____	____
4. Regard the feelings of others	____	____	____
5. Dress appropriately for the occasion	____	____	____
6. Have good grooming habits	____	____	____

F. Favorite Recreations and Hobbies:

_____ _____

_____ _____

_____ _____

G. Health:

1. My present health is (A) excellent (b) fair (c) poor.
2. I have been sick (A) none (B) seldom (C) much during the past year.
3. I wear glasses. Yes___ No___.
4. I have difficulty with my hearing. Yes___ No____.
5. I (A) do (B) do not have another physical handicap.

H. My Future Plans:

1. I plan to (A) go to college (B) work (C) trade school (D) service or (E) undecided.

BASIC INFORMATION

A. Title of the career that I have chosen to observe.
   1. Place (name of industry, etc.)
   2. Name of person or persons I am observing

B. Level of education necessary for entry into this career.

C. Types of experience required for entry into this career

D. Duties involved in working in this career field

E. Necessary qualifications
   1. Physical
   2. Mental
   3. Emotional
   4. Interests
   5. Other

F. Physical environment encountered in the career

G. Desirable code of ethics in this field

H. Benefits associated with this career
   1. Privileges, status, etc.
   2. Fringe benefits

I. Promotions associated with the career

J. Some or all of the related occupations

K. Factors I like best in this career

L. Things about the career I enjoy least

The following are general characteristics that your supervising teacher will be expecting you to develop as you grow into an outstanding Community Learning Center Student. Your supervising teacher will go over these general characteristics with you, adding others that he or she feels are important to your having a most satisfactory career education experience. Also, if you feel there are other pertinent characteristics not included, please have them added to the list. Always remember this is your program, too.

Please notice the similarity between these characteristics expected by your supervising teacher and those expected by the employer.

Desirable Characteristics of a Community Learning Center Project Student

I. Ability for career

- A. Good knowledge of work area
- B. Creativity
- C. Willingness to learn
- D. Willingness to follow directions
- E. Good workmanship
- F. Initiative

II. Personality and character

- A. Honesty
- B. Cooperation
- C. Dependability
- D. Punctuality
- E. Courtesy
- F. Loyalty
- G. Ambition
- H. Enthusiasm

III. Emotional adjustment

- A. Ability to cope
- B. Ability to make sound judgments
- C. Conscientious attitude toward work
- D. Control of temper
- E. Acceptance of criticism
- F. Ability to accept change

The following general expectations of employers were secured by polling personnel directors, employers, owners, and managers of various industries, schools, and businesses. It would be impossible to spell out exact expectations suitable to all careers because of the diverse nature of vocations and the multiple differences between employers.

We suggest therefore that you take the following list to your employer and, at his convenience, let him explain specifically what he expects of you in the area of your observation, encouraging him to add other characteristics, not listed, if he feels they are important to your having a more satisfactory vocational experience.

Employer Expectations of Community Learning Center Project Students

I. Honesty

A. Being dishonest on the job can take many forms
1. Stealing time - stealing other people's time
2. Stealing company property
3. Wasting property

II. Cooperation

III. Attire

IV. Initiative

V. Willingness to learn

VI. Willingness to follow directions

VII. Dependability

VIII. Enthusiasm

IX. Acceptance of criticism

X. Loyalty

Note: Except for special rules for special situations such as using special equipment, most employers agree that the

rules of common courtesy and respect for everyone with whom you come in contact are an absolute must in any vocational experience.

EVALUATIVE STUDENT-OBSERVER SHEET

The following is a suggested tool to help evaluate the student in the Community Learning Center Program. This evaluative form may be used after a short time on the observation site and again at the end of the series of observations. This could also be used only once, given at the end of the observations. This sheet is a developed form.

Desirable Characteristics of a Community Learning Center Project Student

		Good	Average	Below Average
I.	Ability for Career			
	A. Knowledge of career field	____	____	____
	B. Creativity	____	____	____
	C. Willingness to learn	____	____	____
	D. Ability to follow directions	____	____	____
	E. Workmanship (if permitted to work)	____	____	____
	F. Initiative	____	____	____
II.	Personality and Character			
	A. Honesty (with parent, teacher, employer)	____	____	____
	B. Punctuality	____	____	____
	C. Loyalty	____	____	____
	D. Cooperation	____	____	____
	E. Dependability	____	____	____
	F. Courtesy	____	____	____
	G. Ambition	____	____	____
	H. Enthusiasm	____	____	____
III.	Emotional Adjustment			
	A. Ability to cope	____	____	____
	B. Ability to make sound judgments	____	____	____
	C. Conscientious attitude toward project	____	____	____
	D. Control of temper	____	____	____
	E. Acceptance of criticism	____	____	____
	F. Ability to accept change	____	____	____

Community Participant - C.L.C. Program

Name Ruby Davis L.N. 8/3/76

(yes) no 1. Do you feel the CLCP is a valuable experience for high school students?

yes (no) 2. Do you feel a student could learn in a regular classroom setting what he was able to acquire at the observation site?

(yes) no 3. Did the student appear to become more mature and self-reliant?

(yes) no 4. Do you approve of the idea of the school, home, and community joining hands to improve education?

(yes) no 5. Has the experience increased your interest in the local school system?

Further comments:

I feel this program is an asset to our community and very valuable for students in our present day society - I am happy to have the opportunity to work with this special program

Parent of a Community Learning Student

Name Mrs. Edward Saulsbury
farm wife

(yes) no 1. Do you feel it was a good experience for your child to observe career life in the community?

(yes) no 2. Did he-(she) appear to learn more about occupations?

(yes) no 3. Did he-(she) appear to become more aware of his interests, abilities, and values?

(yes) no 4. Did he-(she) appear to make wiser decisions and accept more responsibility for his actions?

(yes) no 5. Did his-her interest in school appear to increase?

(yes) no 6. Was this course as valuable to your child as a conventional class?

Further comments:

Good program!! Am enrolling my other daughter!

Community Learning Center Student

Name Robin Sawer

(yes) no 1. Do you feel it is a good educational practice to allow students to observe the career life of the community?

(yes) no 2. Did you increase your knowledge of occupations?

(yes) no 3. Do you feel more capable of identifying your major interests, abilities, and values?

(yes) no 4. As you choose a career, or careers, throughout your life, do you feel the course will help you make wiser decisions?

(yes) no 5. Did the CLCP experience seem to make your regular courses at school more meaningful?

(yes) no 6. Do you feel the CLCP to be as valuable as a regular class at school?

Further comments:

Best thing that can ever happen to a school. There has been no experience like it in my school life!

APPENDIX G

I. NAME AND ADDRESS OF ORGANIZATION:
First National Bank
P.O. Box 777,
Greeneville, TN 37743

II. TYPE OF ORGANIZATION:
Bank

III. PRODUCT OR SERVICE:
Banking

IV. CONTACT PERSON:
Name: Joe Neill or John Paul Neas, III
Title: Vice President A.C. & Asst. Trust Officer
Phone: 639-2181 Est. 265 and 254
Time to Contact: 8:30 a.m. - 4:30 p.m. Monday-Friday

V. TYPE OF RESOURCES:
Speaker
Demonstrations
Films

VI. FIELD TRIPS:

Number of Students Preferred:	30 or less in a group
Age of Students:	10 years old and up
Student Requirements:	None
Time Needed for Visit:	One hour to one and one half hours
Prior Notice Needed:	One day

VII. MATERIALS AVAILABLE FOR CLASSROOM USE:
No charge or limit on amount of materials avaiable

VIII. VARIETY OF JOBS AVAILABLE:

President	Department Heads	Tellers
Vice-President	Bookkeepers	Casheirs
Loan Officers	Transient Dept. Workers	File Clerks
Janitoral Work		

IX. RANGE OF EDUCATIONAL REQUIREMENTS:
High School diploma is required in most jobs.

X. TRAINING OR EXPERIENCE NEEDED:
On-the-Job training is given in some jobs. Banking schools are attended by some of the officers. This is 100% reimbursed by the bank. Classes at local universities are attended by some personnel and they are reimbursed their cost.

XI. SEX:
Number of Females employed:
Number of Males employed:
Total: 67 persons

XII. OPPORTUNITIES:

Pay Advancement:	
Vacation:	Paid two-week vacation taken consecutively 3 weeks after 20 years.
Insurance:	
Retirement:	Yes
Education Offered:	Local and banking school classes are attended and reimbursed.

XIII. UNIQUE WORKING CONDITIONS & SPECIAL DRESS OR EQUIPMENT REQUIRED:

Good working conditions

APPENDIX H

CAREER EDUCATION FIELD TRIP
REQUEST FORM

(The following form should be filled out completely and sent to the Career Education Office at least ten (10) days prior to the date of the proposed field trip.)

_____
SCHOOL

_____
TEACHER

_____
DATE

I. INFORMATION CONCERNING FIELD TRIP

A. Destination

B. Number of Students

C. Number of Buses Required

D. Proposed Date of Trip

II. CAREER EDUCATION RELATED OBJECTIVES (Specific)

A.
B.
C.
D.

III. FOLLOW UP ACTIVITIES PLANNED

A.
B.
C.
D.

Approved by_____
SCHOOL PRINCIPAL

_____
PROJECT DIRECTOR

EVALUATION OF CAREER EDUCATION
FIELD TRIP

This form is to be completed by the teacher (s) sponsoring the field trip.

_____
SCHOOL

_____
TEACHER

_____
DATE

DATE OF TRIP

DESTINATION OF TRIP

NUMBER OF STUDENTS INVOLVED

FOLLOW-UP ACTIVITIES COMPLETED

A.
B.
C.
D.

OVERALL EVALUATION OF TRIP BY TEACHER:
(Based on Career Education Objectives)

(To be returned to Career Education Office as soon as possible)

Approved by_____
PRINCIPAL

_____
PROJECT DIRECTOR

APPENDIX I

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Agri-Business and Natural Resources

Boyd & Arthur Architects
401 West Irish St.
Greeneville, TN 37743

D. C. Bowman County Surveyors
Courthouse Alley
Greeneville, TN 37743

Greeneville Recreation
Department II, W. Church St.
Greeneville, TN 37743

Tennessee Division of Forestry
206 Tusculum Boulevard
Greeneville, TN 37743

Greeneville Recreation
Bernard Avenue
Greeneville, TN 37743

Tennessee Farmers Mutual Insurance Co.
Spencer Square Shopping Center
Greeneville, TN 37743

Dowden and Powell Animal Hospital
Snapp Ferry Road
Greeneville, TN 37743

Farm Bureau Insurance Service
1523 West Main St.
Greeneville, TN 37743

West Main Florist
1013 West Main St.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Business and Office

Tennessee Farmers Mutual Insurance Co.
Spencer Square Shopping Center
Greeneville, TN 37743

Laughlin Hospital (Medical Records)
215 North College St.
Greeneville, TN 37743

Farm Bureau Insurance Service
1423 West Main St.
Greeneville, TN 37743

Greeneville Daily Sun
200 South Main St.
Greeneville, TN 37743

Greeneville Data Services, Inc.
1152 Temple Drive
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Communication and Media

Greeneville Daily Sun
200 South Main St.
Greeneville, TN 37743

W. G. R. V. Radio Broadcasting Station
Arnold Road
Greeneville, TN 37743

W. S. M. G. Radio Station
Kingsley Avenue
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Construction

Boyd & Arthur Architects
401 West Irish St.
Greeneville, TN 37743

Freeman Engineering Service (Surveyors)
1123 Temple St.
Greeneville, TN 37743

Ricker Plumbing & Heating
206 East McKee St.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Consumer and Homemaking Education

Greeneville Middle School (Home Economic Dept.)
Vann Road
Greeneville, TN 37743

Parks-Belk Company
Towne Square Shopping Center
Greeneville, TN 37743

Nancy Lynn Fashions, Inc.
1016 Tusculum Blvd.
Greeneville, TN 37743

Welfare Department
Depot St.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Environment

Tennessee Division of Forestry
206 Tusculum Blvd.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Fine Arts - Humanities

Greeneville High School (Art Department)
Tusculum Blvd.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Health

Tennessee Welfare Department
Depot St.
Greeneville, TN 37743

Greeneville-Greene County Vocational Technical School (Nursing)
Route 3, Box 773
Greeneville, TN 37743

Laughlin Hospital
215 N. College St.
Greeneville, TN 37743

Greene Valley Developmental Center
11 E By-Pass
Greeneville, TN 37743

Greeneville Hospital
106 Irish Street
Greeneville, TN 37743

Village Greene Convalescent Center, Inc.
725 Crum St.
Greeneville, TN 37743

Dr. Dale Brown, Jr., Optometrist
Office 2, Spencer Square
Greeneville, TN 37743

Dr. Kelley, Optometrist
Tusculum Blvd. & Bernard Ave.
Greeneville, TN 37743

Dr. Lamons, D.D.S.
Towne Square
Greeneville, TN 37743

Dr. Joe Henley, Orthodontist
Towne Square
Greeneville, TN 37743

Dr. Keith Harrison, D.D.S.
1000 Tusculum Blvd.
Greeneville, TN 37743

Dr. Dowden & Powell Animal Clinic
Snapp Ferry Road
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Hospitality and Recreation

Greeneville Middle School (Band)
Vann Road
Greeneville, TN 37743

City Recreation Department
West Church St.
Greeneville, TN 37743

Holiday Inn
11 E By-Pass
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Manufacturing

Pet Ice Cream
305 Davis St.
Greeneville, TN 37743

T.R.W. Ross Gear
Snapp Ferry Rd.
Greeneville, TN 37743

Greeneville Tool & Die
11 E By-Pass
Greeneville, TN 37743

Greeneville High School
Tusculum Blvd.
Greeneville, TN 37743

Greeneville Data Services
1152 Temple St.
Greeneville, TN 37743

Greeneville Middle School
Vann Road
Greeneville, TN 37743

Quality Machine Products
Mimosa Dr.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Marketing and Distribution

Pet Ice Cream
Davis St.
Greeneville, TN 37743

Greeneville Daily Sun
200 South Main St.
Greeneville, TN 37743

Greeneville Data Services
1152 Temple St.
Greeneville, TN 37743

West Main Florist
West Main St.
Greeneville, TN 37743

Parks-Belk Company
Towne Square Shopping Center
Greeneville, TN 37743

Greeneville Chrysler-Plymouth-Datson
Tusculum Blvd.
Greeneville, TN 37743

Ross Gear (Accounting Dept.)
Snapp Ferry Road
Greeneville, TN 37743

W.G.R.V. Radio Station
Arnold Road
Greeneville, TN 37743

Nancy-Lynn Fashions, Inc.
1016 Tusculum Blvd.
Greeneville, TN 37743

Towne Gate Motors (Sales)
Tusculum Blvd.
Greeneville, TN 37743

Bob Shephard Trucks (Sales)
Mount Bethel Road
Greeneville, TN 37743

Gregg Grocery Store
329 Highland Avenue
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Personal Services

Tennessee Welfare Department
Depot St.
Greeneville, TN 37743

Greeneville-Greene County Vocational Technical School (Nursing)
Route 3, Box 773
Greeneville, TN 37743

Laughlin Hospital
215 N. College St.
Greeneville, TN 37743

Camp Creek School
Route 10
Greeneville, TN 37743

Dr. Dale Brown, Jr., Optometrist
Office 2, Spencer Square
Greeneville, TN 37743

Dr. Kelly, D.D.S.
Tusculum Blvd. & Bernard Ave.
Greeneville, TN 37743

Debusk School
Route 4
Greeneville, TN 37743

William Tweed, Attorney
109 S. Main St.
Greeneville, TN 37743

Central Baptist Church (Ministry)
Newport Highway
Greeneville, TN 37743

Village Greene Convalescent Center
725 Crum St.
Greeneville, TN 37743

St. James School
Route 2
Greeneville, TN 37743

Greene Valley Developmental Center
11 E By-Pass
Greeneville, TN 37743

Greeneville Hospital
106 Irish St.
Greeneville, TN 37743

Dr. Lamons, D.D.S.
Towne Square
Greeneville, TN 37743

Dr. Joe Henley, Orthodontist
Towne Square
Greeneville, TN 37743

Dr. Keith Harrison, D.D.S.
1000 Tusculum Blvd.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Personal Services (Cont.)

City Recreation Dept.
West Church St.
Greeneville, TN. 37743

Reading Therapist (Resource Teacher)
Greeneville City Schools
P.O. Box 30
Greeneville, TN 37743

Steve Long, Special Education
Greeneville City Schools
P.O. Box 30
Greeneville, TN 37743

Tusculum View School (Library)
Lafayette Road
Greeneville, TN 37743

Sally Bright, Reading Therapist
Greeneville City Schools
P.O. Box 30
Greeneville, TN 37743

Newmansville School
Route 2
Afton, TN

Jeffers Mortuary
208 N. College St.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Transportation

Tennessee Farmers' Mutual Insurance
Spencer Square Shopping Center
Greeneville, TN 37743

Pet Ice Cream
Davis Street
Greeneville, TN 37743

APPENDIX J

TITLE: Career Education Coordinator

QUALIFICATION: As set by the Board of Education: Master Degree, 3 years in Exemplary Program, 2 years as classroom teacher.

REPORT TO: Dr. Robert L. McElrath, Superintendent

JOB GOAL: The Career Education Coordinator's major responsibilities will be to promote continued interest in career education concepts and activities in the project schools, and to introduce the non-project schools to career education.

PERFORMANCE RESPONSIBILITIES:

1. To familiarize and introduce the non-project schools with the career education concepts.
2. The sharing of career education materials with non-project schools by the establishment and use of a centralized check-out system located at the career education office.
3. To assist teachers to make better selection and use of career education materials, career information centers, and experience carts.
4. To inform teachers in non-project schools of techniques, methods, and ways of improving and implementing career education in their classrooms.
5. To assist teachers in the project schools with on-going career education activities.
6. To assist the school guidance personnel in establishing an orientation process for students interested in the Community Learning Center.
7. To supervise the Community Learning Center in community sites helping with the placement, evaluation and guidance of the students.

TERMS OF EMPLOYMENT: Eleven Month Year

EVALUATION:

Performance of this job will be evaluated annually in accordance with provision of the Board's policy on evaluation of Professional Personnel.

Approved by: _____ Date _____

Reviewed and agreed to by: _____ Date _____
...(Incumbent)

_____ Date _____
(Incumbent)

APPENDIX K

Attitudinal Survey of Participating Students, Parents, and Employers in the Community Learning Center Program

Community Learning Variables To Be Evaluated	Affirmative Responses: Students	Parents	Employers	Total	Percentage
was a valuable educational method	𝍸 𝍸	𝍸 𝍸	𝍸 𝍸	30	100%
student increased his knowledge of careers	𝍸 𝍸	𝍸 𝍸	𝍸 𝍸	30	100%
student became more capable of identifying his interests, and values	𝍸 𝍸	𝍸 𝍸	NA**	20	100%
student became more adept at making wise decisions, including isions	𝍸 𝍸	𝍸 𝍸	𝍸 𝍸	30	100%
experience made all facets of school life more meaningful to t	𝍸 IIII	𝍸 IIII	NA**	18	90%
oved to be as valuable as a typical conventional class	𝍸 𝍸	𝍸 𝍸	NA**	20	100%
udent could acquire valuable information and skills le in a conventional classroom	NA**	NA**	𝍸 𝍸	10	100%
members' interest in school affairs was enhanced	NA**	NA**	𝍸 𝍸	10	100%

ity Learning Center Program
on not asked of this group

Total Number Interviewed:
10 students
10 parents
10 employers

APPENDIX L

MATERIALS DEVELOPED BY TEPCE

1. Community Resource Guide Greeneville-Greene County
2. "Hands-On" Exploratory Activities for Elementary Students
3. Tennessee Exemplary Project in Career Education Handbook of Career Education Activities

APPENDIX M

SUGGESTED CAREER EDUCATION ORIENTATION WORKSHOP
(5 days)

Day #1	9:00	Welcome to Workshop and Outline of Weeks Activities
	9:30-3:30	Values Workshop
Day #2	9:00-12:00	Basic Elements of Career Career Development Theory
	1:00-3:30	Process for Developing Career Education Classroom Activities
Day #3	9:00-3:30	Shadowing: Workshop participants spend day in the community with workers.
Day #4	9:00-3:30	"Hands On" Day: Workshop participants spend day in "hands-on" activities relevant to their teaching area.
Day #5	9:00-12:00	Community Resources shadowed on Day #3 meet with participants for Round Table Discussion and Planned Activities.
	1:00-3:00	Review of Career Education Materials available

APPENDIX N

Career Education Way Of Making Classroom Work Relevant To World

For today's young people the choice of a career is more difficult than ever before because of the rapidly accelerating rate of economic and technological change. A critical responsibility of the public schools is to assure that students have the information to make intelligent choices, based on a realistic understanding of the world and of themselves.

For three years, the Greeneville City Schools and the Greene County Schools shared the Tennessee Exemplary Project in Career Education, a federally-funded model program aimed at making the school curriculum more relevant to the rest of the student's life. The program sought to prepare the student to deal with the adult world — to help him recognize his own abilities, know all the options and opportunities available to him, and understand the various roles of a self-supporting and productive member of society.

The career education project lasted from the beginning of the 1973-74 school year until the end of the 1975-76 school year, involving all of the city schools and seven of the county schools. The project sought to bring career education into all levels of the school curriculum. Career education in the broader meaning of the term included not just job skills and information about occupations but also the development of such abilities as self-appraisal, goal formulation, and decision making.

When the three-year grant that had paid for the program expired and funding for a proposed new program could not be obtained, the two local boards of education decided to continue career education in a limited form. Two of the staff members from the original project, Roger Brown and Tony O'Dell, were hired as career education coordinators. William Calkin was also retained in the locally funded position of placement coordinator.

While the original three-year project was going on the results were continuously evaluated, and the measurable gains made by students taking part played a major role in the decision to continue career education. Standardized inventories of students in both project schools and non-project schools showed that students who had taken part in the career education program scored significantly higher than other students.

At the elementary level, students exposed to career education were more aware of a wide variety of careers. In the intermediate grades, self-concepts such as social maturity, confidence, and achievement motivation were considerably higher for students in the project schools. Students in grades seven and eight showed greater awareness of a wide variety of occupational options, and high school students showed dramatic progress in the areas of self-appraisal, occupational information, goal selection, and planning.

Roger Brown and Tony O'Dell, who were the elementary and secondary coordinators in the three-year program, are now serving as career education coordinators. Brown, a graduate of ETSU with a master's degree in industrial education, taught industrial arts at Greeneville Junior High School for eight years before joining the career education program. In 1970 he was named the outstanding industrial arts teacher in Tennessee. O'Dell is a graduate of Tusculum College with a master's degree in secondary school administration from ETSU. He taught social studies for five years in the Greene County Schools before joining the career education staff.

The two career education coordinators have as their primary responsibilities to promote continued interest in career education concepts in the schools which participated in the original program, and to introduce career education into the county schools involved for the first time. A library of source material which was compiled under the federal project is available for check-out by teachers from both systems. Materials include filmstrips, games teaching career information, and commercial learning programs stressing career exploration and the development of values and self-concepts. A career education activities guide with material appropriate for all grade levels, compiled by the career education staff, will also be available. The career education coordinators will maintain the check-out system, help teachers to use the material, and advise teachers on ways to implement and improve career education in their classrooms.

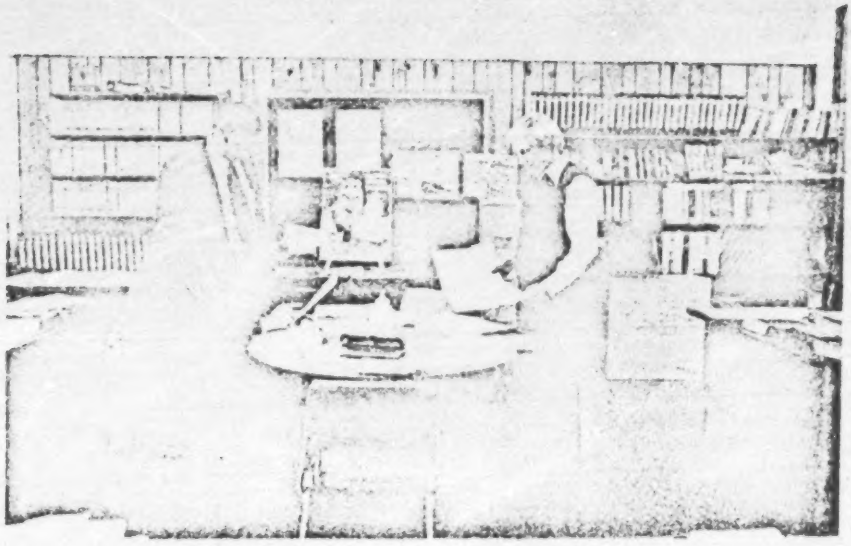
As placement coordinator, William Calkin offers help and guidance for high school students entering the job market. He also keeps in close contact with local employers to learn their employment needs and requirements. Calkin has served as placement coordinator since 1971. His previous experience includes teaching in Williamson County, five years with the Tennessee Department of Corrections as teacher and counselor at the State Vocational Training School for Boys and as director of education at the Tennessee State Penitentiary. He also served as guidance counselor at South Greene High School and as director of the special education program at Holston Home. Calkin is a graduate of Trevecca Nazarene College and has done graduate work in guidance and counseling at the University of Tennessee.

One of the most successful aspects of the original career education program was the Community Learning Center, in which voluntarily participating high school students learned about careers they were interested in by spending time in local businesses, industries, and offices. Through first hand observation of the daily routine students were able to get a clearer picture of a particular occupation than would be possible in the regular classroom.

The Community Learning Center will continue, but it will be expanded to all of the county high schools (only South Greene and Greeneville High were involved in the original program). The career education coordinators will work with school guidance counselors to establish an orientation process for students interested in participating and will supervise the placement, guidance, and evaluation of students in the program. The Community Learning Center will resume operation during the second semester of this year.

The need for nationwide emphasis on career education was revealed in the results of a study released recently by the National Assessment of Educational Progress. The 1973-74 survey indicated that students were not being prepared to make career decisions. Many of the students included in the survey had unrealistic career expectations, less than half had ever taken career aptitude tests, few could write an acceptable letter of application for a job, and only 49 per cent could list two or more skills needed for the particular career they were interested in.

Career education is more than vocational education. It is not a separate course and it is not limited to learning occupational skills. It is rather a new philosophy of education, in which each teacher shows students how the subject matter relates to their future lives. It is a way of making what goes on in the classroom more relevant to the rest of the world beyond the walls of the school.



Career Education Staff

This library of career education materials for use by teachers in the Greene County and Greeneville City Schools is located in the City School Central Office on Floral Street. The career education staff consists of career education coordinator Tony O'Dell, left, placement coordinator William Calkin, center, and career education coordinator Roger Brown.

BIBLIOGRAPHY

1. First Tennessee-Virginia Development District. Educational Development Study. Johnson City, Tennessee: East Tennessee State University. 1971.

2. Ibid:

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